

**Part I**  
**Theoretical**  
**Work**

## **A-I-THE DILEMMA OF CIVILIZATION AND CULTURE:**

*“Civilization refers to a particular shared way of thinking about the world as well as a reflection on that world in art literature, drama and a host of other cultural happenings”*

Robert M. Adams

### **Introduction:**

In the following chapter, we shall try to discuss to some length the difference between two seemingly conflicting concepts i.e., civilization and culture. As these two key terms are often used in an equivocal way, we judge it essential to sort out the differences in order to help us expose what we mean by both in our research and school system.

### **A-I-1- Identification of the Concept "Civilization"**

Many images have been attributed to “Civilization”, both historically and at present. Western and eastern people have varied, and often conflicting perspectives about it. So what is meant by civilization from both sides?

Philip Atikson (2000) cautioned that:

“Civilization is the tangible expression  
of a communal understanding” (p.02)

Differently stated, civilization is what can be seen and touched from a people's interaction with their environment. It is therefore the objective inheritance thereof.

In his view, civilization is all those human's creations and achievements such as, cities, organizations, discoveries and conquests perceived and realized through certain common values shared by a community.

According to Steven Kreis (2000), civilization has been defined as:

“A form of human culture in which many  
People live in urban centers, have mastered  
the art of smelting metals, and have developed a  
method of writing”

Kreis's definition of civilization makes the latter a part of culture since it embodies the material aspect of culture.

As a cultural form, civilization is viewed as a highly progressed society. This progress is expressed through urbanization, industry and economy as well as refined literature.

Supporting this view, also according to Steven Kreis (2000), Clyde Kluckhohn:

“There are three essential criteria for civilization: towns containing more than 5000 people, writing and movemental centers”

In doing so, the Hutchinson Encyclopedia (1999), implies that the word civilization comes from the Latin adjective “civis”, which means “citizen” and it is:

“A highly developed society with structure division of labour”. (P.231)

Further, it adds:

“In anthropology, civilization is defined as an advanced sociopolitical stage of cultural evolution, whereby a centralized government is supported by the taxation or surplus production, and rules the agricultural and often mercantile base” (p.231)

Socially speaking, civilization is seen as a complex division of labour based on skills. Anthropologically, it is viewed as a political body aiming at ruling and controlling the society's basic functions by collecting money through taxation.

Malek Bennabi, in his book “Le Problème des Idées dans le Monde Musulman” (1990), pointed out that:

“ Civilization is the production of a fundamental idea which provides a push for a pre-civilized society to be part of history” (p.29)

More specifically, in his definition, Malek Bennebi emphasizes the important role of ideas in societies, civilizations, and history. Through ideas that give birth to new civilization society constructs its own system of ideas and its own culture that shapes it and keeps it different from other cultures and civilizations.

Although the word “Civilization” seems to be easy to describe, it is often remarked by many historians and philosophers to be difficult to define.

### **A-I-2- Identification of the Concept "Culture"**

Edward Burnet Taylor, in his book “Primitive Culture”, in "Encarta Encyclopedia" (2004), states that:

“Culture is a set of knowledge, beliefs, Arts morals, laws, traditions and all there dispositions and habits acquired by the individual as a member of a society”

In fact, culture in this approach, includes all the human traits that can be transmitted socially and mentally rather than biologically.

Similarly, Bales (2000) points out that:

“Culture is a system of shared beliefs, values, customs, behaviour, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning”

Culture, from Huebener’s point of view, quoted by Xiao Long-Fu, encompasses three aspects:

“First, there stands the sociological or social sciences dimension of culture, which includes the history, geography, economics and political development of a nation. Then there is the artistic dimension of culture, which consists of literature, music, art ...etc. And finally there is the anthropological-oriented

dimension of culture, which covers aspects such as the behavioural patterns of the people, namely customs, daily life, standard of living, religion and so on” (p.23)

According to Huebener culture has three dimensions: the sociological that embodies historical, geographical, political, and economic aspects, the artistic dimension which include the different types of art. And the anthropological one that contains way of life, customs, traditions, beliefs, values...etc

He couches this much in the following passage in which he also discusses two meanings of culture:

“Culture is generally regarded to be carrying two different meanings in our modern sense. One is the narrow definition of culture, referring to something artistic or academic. [...] The other is the broad definition of culture on anthropological definition of culture, referring to the way of life of a people, labelled “small c culture”, and containing the ways of thinking, habits, customs, traditions...etc of a society” (p.34)

Huebener, distinguishes them between two different definitions of culture: a '*narrow definition*' and a '*broad definition*'. The narrow sense includes all what deals with the artistic or academic side of culture like history, literature, sciences, music,...etc. The broader sense usually expresses the daily life of a given society, including traditions, customs, way of seeing things...etc.

Besides these perspectives, Robert Lado (1990), claimed that: “Culture is the way of people” (p.110). According to Peck (1998), quoted by Dimitrios Thanasoulas (2001):

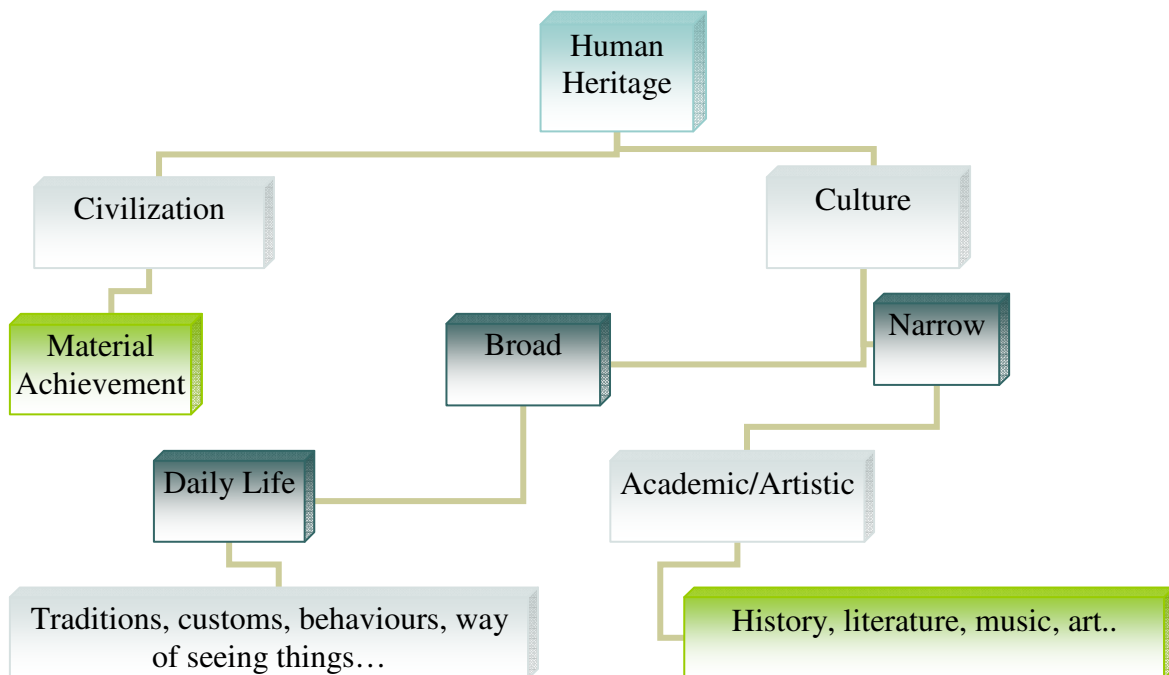
“Culture is all the accepted and patterned ways of behaviour of a given people”

Because the term culture is so a broad concept and it includes almost all aspects of human life, different scholars have different definitions of it.

We may say that culture embraces all the human traits such as way of life, beliefs, customs, traditions, art, music, and language.

### **Conclusion**

As a conclusion we tried to summarize this chapter in the following diagram. This latter will show the main difference between the two overlapping concepts civilization and culture.

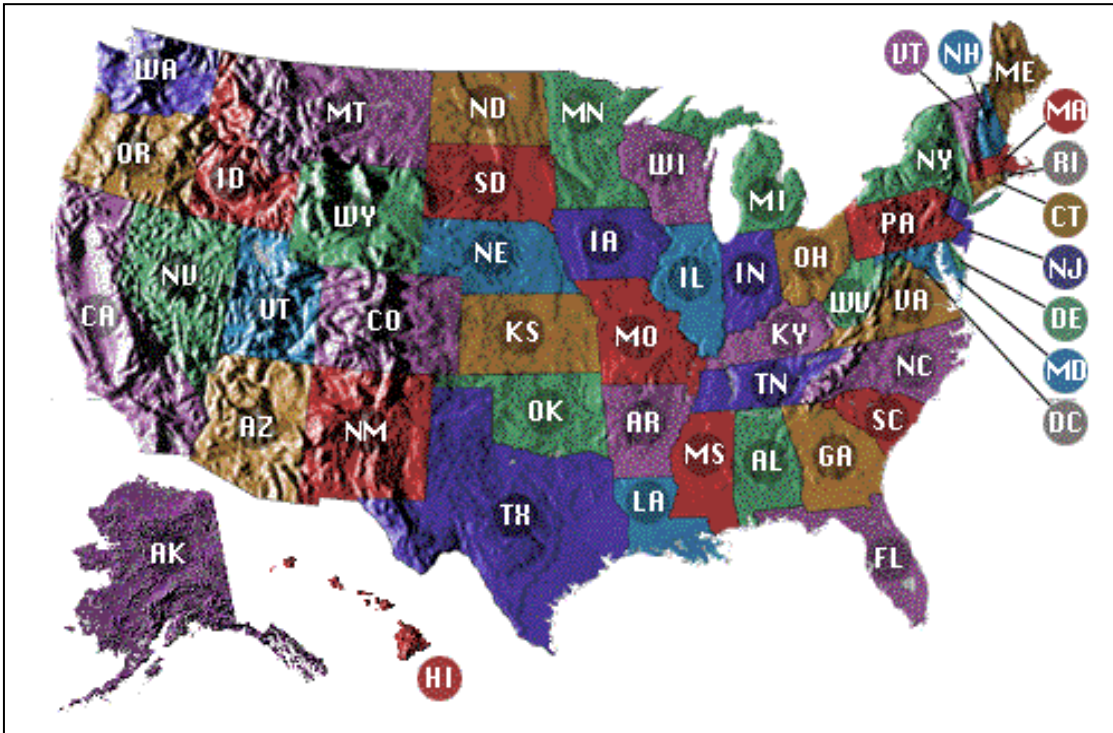


## **A-II An Outline of the United States of America**

### **Introduction**

The United States of America is situated in North America, including Alaska (Northwest of Canada) and island state of Hawaii (North Pacific Ocean). The United States is bounded on the north by Canada, on the east by the Atlantic Ocean, on the south by Gulf Mexico and straits of Florida, and on the west by the Pacific Ocean.

A federal republic composed of fifty states and the federal district of Columbia. With a territory of 9.529.063 km<sup>2</sup> (1.593.438 km<sup>2</sup> in Alaska) the United States formalizes a continental state, and occupying the fourth place in the world by its area. Its capital is Washington, D.C. The major cities are New York and Los Angeles. Its currency is the U.S Dollar.



AL - Alabama	LA - Louisiana	OH - Ohio
AK - Alaska	ME - Maine	OK - Oklahoma
AZ - Arizona	MD - Maryland	OR - Oregon
AR - Arkansas	MA - Massachusetts	PA - Pennsylvania
CA - California	MI - Michigan	RI - Rhode Island
CO - Colorado	MN - Minnesota	SC - South Carolina
CT - Connecticut	MS - Mississippi	SD - South Dakota
DE - Delaware	MO - Missouri	TN - Tennessee
FL - Florida	MT - Montana	TX - Texas
GA - Georgia	NE - Nebraska	UT - Utah
HI - Hawaii	NV - Nevada	VT - Vermont
ID - Idaho	NH - New Hampshire	VA - Virginia
IL - Illinois	NJ - New Jersey	WA - Washington
IN - Indiana	NM - New Mexico	WV - West Virginia
IA - Iowa	NY - New York	WI - Wisconsin
KS - Kansas	NC - North Carolina	WY - Wyoming
KY - Kentucky	ND - North Dakota	DC - District of Columbia

**Map 1:STATE MAP OF THE UNITED STATES**

**Source: U.S. map courtesy *Government Information Exchange***



## State Capitals

- ◆ Alabama: Montgomery
- ◆ Alaska: Juneau
- ◆ Arizona: Phoenix
- ◆ Arkansas: Little Rock
- ◆ California: Sacramento
- ◆ Colorado: Denver
- ◆ Connecticut: Hartford
- ◆ Delaware: Dover
- ◆ Florida: Tallahassee
- ◆ Georgia: Atlanta
- ◆ Hawaii: Honolulu
- ◆ Idaho: Boise
- ◆ Illinois: Springfield
- ◆ Indiana: Indianapolis
- ◆ Iowa: Des Moines
- ◆ Kansas: Topeka
- ◆ Kentucky: Frankfort
- ◆ Louisiana: Baton Rouge
- ◆ Maine: Augusta
- ◆ Maryland: Annapolis
- ◆ Massachusetts: Boston
- ◆ Michigan: Lansing
- ◆ Minnesota: St. Paul
- ◆ Mississippi: Jackson
- ◆ Missouri: Jefferson City
- ◆ Montana: Helena
- ◆ Nebraska: Lincoln
- ◆ Nevada: Carson City
- ◆ New Hampshire: Concord
- ◆ New Jersey: Trenton
- ◆ New Mexico: Santa Fe
- ◆ New York: Albany
- ◆ North Carolina: Raleigh
- ◆ North Dakota: Bismarck
- ◆ Ohio: Columbus
- ◆ Oklahoma: Oklahoma City
- ◆ Oregon: Salem
- ◆ Pennsylvania: Harrisburg
- ◆ Rhode Island: Providence
- ◆ South Carolina: Columbia
- ◆ South Dakota: Pierre
- ◆ Tennessee: Nashville
- ◆ Texas: Austin
- ◆ Utah: Salt Lake City
- ◆ Vermont: Montpelier
- ◆ Virginia: Richmond
- ◆ Washington: Olympia
- ◆ West Virginia: Charleston
- ◆ Wisconsin: Madison
- ◆ Wyoming: Cheyenne

Source: USINFO Publications 2005

## **Subchapter 1: Physical Environment**

*“Never before had I seen so glorious a landscape, so boundless an affluence of sublime mountain beauty”*

John Muir, Naturalist

The United States extends on 4517 km from east to west and on 2572 km from north to south. This large area characterizes the country by a wide climatic and landscape variation. The highest peak of the United States is the Mount McKinley in Alaska at 6194 m. the continent’s lowest point is in the Death Valley, California at 86 m below the sea. (USINFO publication 2004)

### **A-II-1-1- Relief**

Geographers divide the United States into five main regions: Atlantic Coastal Plain and the Appalachians Mountains, the Inferior Lowlands, and the Western Cordillera containing Intermontane Plateaus. (Ibid)

#### **A-II-1-1-1- Atlantic Coastal Plains and Appalachian Mountains**

The massive Appalachian Mountains rise to the west of the Coastal Plain along the Blue Ridge to 2037 m at Mount Mitchell and expand on an area of 200 km from Canada to Alabama, and 500 m along Pennsylvania. Very cold and eroded stumps, the Appalachian Mountains system is composed of parallel belts of different geologic structure.

The Atlantic coastal plain extends from New England to Mexico. It is known by its narrowness in the northeast, which widens southward forming flooded river valleys like Chesapeake Bay.

### **A-II-1-1-2- Inferior Low Lands**

The Inferior Lowlands, that covers the central part of North America, are a vast sedimentary basin drained by the Mississippi River. They can be divided into Great Plains and Central Lowlands. The Great Plains rise from 200 m to 6000 m, flat, devoted mainly to agriculture. They are connected from the east by glaciers to Central Lowlands, which are bounded from the north by the Great Lakes and the Canadian Shield, and by Ohio River and the Ozark plateau from east to south.

### **A-II-1-1-3-The Western Cordillera and its Intermountain Plateaus**

The western United States is occupied by the Cordillera mountain chains and the intermontane that tie between them, known as the Rocky Mountains. It consists of two branches: the Pacific Coastal Ranges in the west, and the Rocky Mountains in the east. These latter rise to 4399 m at Mount Elbert. In the north we distinguish the Colombian Basin, in the middle of the Great Basin and the Colorado Plateau. These plateaus (1500-3000 m) contain the Great Salt Lake.

In the west, tie the Pacific Ranges where the relief organizes into three parts: in the east, the mountain ranges, formed by the Cascade Range, and by the Sierra Nevada that rises at 4418 m of Mount Whitney, in the center, an extensive lowland of the Central Valley of California, the Willamette Valley in Oregon, and the Puget Sound Gulf in Washington, in the west, the Olympic Mountain where volcanic peaks reach 3000 m such as St Helene.



**Map 2: Topography of the United States**

**Source:** An Outline of American Geography

## **A-II-2- Hydrography**

### **A-II-2-1- Rivers**

The United States possesses an important hydrographic potential of rivers and lakes networks. The Appalachians give birth to the Mississippi and its tributaries (Ohio, Tennessee, Missouri) and to Atlantic tributaries (Hudson, Delaware, Susquehama, Potomac, Roanoke, Savannah). The largest rivers in the west are Rio Grande (3100 km), Colorado (2330 km), Columbia (2000 km) and Snake River (1670 km). (Encyclopedia Britannica 1999)

### **A-II-2-2- Lakes**

The natural frontier between United States and Canada is represented by the five fresh-water lakes that constitute the largest in the world. Lake Superior interconnects with lake Huron by Sault Saint Marie. Lakes Erie and Ontario are separated by the Niagara Falls (51 m high, 330 m wide). (USINFO Publications 2004)

### **A-II-3- Climate**

The dominant climate in United States is the continental, characterized by an annual high amplitude thermo and feeble precipitation. However, it experiences a wide climatic variation, due to the interaction of three factors: latitude, land-water relationship and topography (elevation and temperature).

Pierce Lewis (1995) divides the United States into seven climatic regions: the Humid East (almost half of the country), the Arid West, the Desert, the Humid Arid Transition (between the humid east and the arid west), the Semi-arid West (further east), the Humid Pacific Coast and the Mountain Climate.

### **A-II-4- Vegetation and Fauna**

#### **A-II-4-1- Vegetation**

Natural vegetation in United States has been “removed, rearranged and replaced”. For instance, in the southeast, broadleaf and need leaf were cut and replaced by other significant need leaf forests.

For creating vegetation regions, the US country is categorized into three parts: forests, grasslands, and scrublands.

The pacific coast, the inferior west, the north and some parts in the Deep South are needle leaf forests consisting of various trees. Whereas, broadleaf forests in the regions of Ohio, lower Mississippi river valleys and the middle great lakes.

Grasslands expand on the lowlands and nearly all the Great Plains. But the semi-aridity nature of this area and precipitation amounts are insufficient for tree growth. Paradoxically, these conditions are adequate in the prairie wedge (from Illinois to the western edge of Indiana).

Scrublands, that grow in dry areas, they cover the lowlands of the inferior west. The area from the southwest to southern California is known for their cacti, chaparral and the mesquite of Texas. (Encyclopedia Britannica 1999)

#### **A-II-4-2- Fauna**

The United States is known for its indigenous wildlife and other introduced species like the English sparrow. The well-known species of indigenous wildlife are the American bison, black bear, puma, white-tailed deer, pronghorn antelope, coyote, beaver, bobcat, porcupine, skunk, opossum and prairie dog. (Ibid)

#### **A-II-5- Natural Resources**

The US territory includes various resources: soils fertility (arid soils, spodosols, tundra soils, alfisols...), forests abundance, extraordinary hydrographic network, diversity and beauty of the natural landscape.

But the major resources of the country stay the abundance of mineral richness. The United States possesses a large areas producing coal, oil, energy, and natural gas (inferior and great plains, gulf coastal plain, pacific mountains and valleys, Appalachians highlands and eastern Rockies). Petroleum in the southern plains along the gulf coast and in the southern californis. Minerals production covers the areas from north Atlantic to the Arctic Ocean. Gold and silver from the south of the Mexican border to central Alaska. This western region is also rich in the deposits of cooper, zinc, lead, molybdenum, uranium, tungsten, chromite, manganese and other minerals. (USINFO Publications 2004)

## **Subchapter 2: The American History**

*“This is the secret of America: a nation of people with the fresh memory of old traditions who dare to explore new frontiers”*      John Fitzgerald Kennedy

The history of the United States of America is regarded as the most interesting history in the world. It is interesting because it is the newest among the great nations. It is interesting because it managed to overlap several ideals and thoughts that built such a nation. It is interesting because it the oldest nation that carried democracy under the oldest constitution.

### **A-II-6-1- In Search for New Land:**

*“The land was ours before we were the land’s”*

*Robert Frost*

The news that Christopher Columbus had discovered, what was thought to be, a western route to the East Indies spread through Europe. Other European countries began to send explorers. Like Columbus, they were looking for gold, silver, silk and other valuables. They were also looking for new land to claim for their country. They soon discovered what Columbus had actually found was North America.

<i>The Explorers</i>			
<b>Explorer</b>	<b>Country of Origin</b>	<b>Date</b>	<b>Discovery</b>
Lief Ericson and the Vikings	Norway	1001	Newfoundland
Christopher Columbus	Spain	1492	San Salvador and West Indies
John Cabot	England	1497	Greenland, Labrador and Newfoundland
Amerigo Vespucci	Spain	1497 to 1502	South America and West Indies
Vasco de Balboa	Spain	1513	The Pacific Ocean
Ferdinand Magellan	Spain	1509 to 1522	First to sail around the World
Juan Ponce de Leon	Spain	1513	Florida
Hernando Cortez	Spain	1519 to 1521	Mexico
Jacques Cartier	France	1535	The St. Lawrence River
Juan Rodriguez Cabrillo	Spain	1542	California
Sir Francis Drake	England	1577 to 1580	Explorations around the World
Samuel de Champlain	France	1603	The Great Lakes and Quebec
Henry Hudson	The Netherlands	1609	Hudson Bay

**Table (1):** The Explorers of the *New World*

**Source:** European Explorers 2005



### **A-II-6-2- Colonial Period**

One of the major European attempts to create empires in North America was the original 13 British colonies that became United States of America in 1776.

Both Florida and New Mexican were colonized by the Spanish (1513-1514). The Mississippi river valley was reached by the French in 1673. Alaska was reached by the Russians in 1741. The English colonization of North America was the most successful European expansion of all the conquests.

In 1607, the Englishmen established Jamestown as the first settlement and as a foundation of Virginia colony. Thirteen years late, the pilgrims sailed on board of « Mayflower » and decided to settle in Plymouth (the second permanent settlement in North America, and the first in New England). The second wave founded Massachusetts Bay Colony in 1630, both colonies were settled by puritans seeking a refuge from religious persecution under the rule of Charles I and hoping to establish their own church in New World.

## *The Mayflower*

The Pilgrims arrived at Plymouth Rock on December 11, 1620 aboard the Mayflower. This painting by William Formby Halsall is titled, "The Mayflower in Plymouth Harbor."



## *The First Thanksgiving*

The Pilgrims had a feast in 1621, after their first harvest. This feast has become known as "The First Thanksgiving." This painting by Jean Louis Gerome Ferris is titled, "The First Thanksgiving."



**Source:** Kidport Reference Library

Pennsylvania was founded by the Quaker William Penn as a payment for a debt contracted from his father. Maryland, founded by the Roman Catholic George Calvert, was a home of religious prosperity.

In 1663, the Carolinas had been granted to eight British noblemen by Charles II. A year after, the British navy succeeded in taking New York, New Jersey, and Delaware from the Dutch settlers. Twelve colonies had been settled by the end of the century. Georgia, founded by James Oglethorpe where most people were imprisoned in Britain for failing to pay their debts. Thereafter, it became the 13<sup>th</sup> colony.

Success against France and Spain in the Seven-Year's War (French and Indian War) created a conflict between Britain and the American colonists.

British Empire extended its dominance and influence to Canada in the north and Florida in the south. However, this expansion did no longer meet the new needs of British economy. It led directly to a number of policies which were onerous for the colonists. These measures prohibited westward settlement of the Appalachians, enforcing military presence and reorganizing new administration based on imperial policy and tax system.

All these measures met a strong opposition on the part of the colonists and fighting broke out in 1775.

### **A-II-6-3- American Civil War**

Armed conflict began in Massachusetts at Lexington and Concord in April. The Second Continental Congress, acting for the 13 colonies, met in Philadelphia on May, 10.

George Washington was appointed commander in chief in the continental forces. Further engagement of patriots and the British army was in New England, Bunker Hill (June 7, 1775). Thomas Paine published

“*Common Sense*” in January 1776, to increase the sentiment on independence from the mother country.

On July 4, 1776, the colonists formally issued a Declaration of Independence, written by Thomas Jefferson, and revised by Benjamin Franklin and John Adams appealing for justice and equality.

After most a year, the congress adopted the Articles of Confederation in November (see the appendix). Britain and the United States signed the Peace Treaty in 1783, ending the war and establishing the US boundaries west to the Mississippi River. The Articles of Confederation served the colonies during the war, but they proved inadequate to govern the new nation after the war.

The Declaration of Independence was signed on July 4, 1776. This is the birthday of the United States of America. It is usually celebrated with fireworks displays. Fireworks represent the battle of the War of 1812 Francis Scott Keys saw when he wrote the Star-Spangled Banner, the National Anthem.

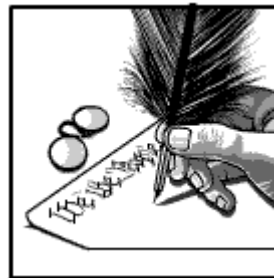


The Fourth of July

**Source:** Kidport Referece Library

A new constitution was formed in 1787, ratified in 1788 and adopted in 1789. Ten Amendments (known as the Bill of Rights) were added to the Constitution in 1791 (see the appendix).

The Constitution of the United States of America is a written decree of the laws and principles for governing the United States. It has seven articles and twenty-five amendments (changes). The first ten amendments are called the Bill of Rights. It has been the supreme law of the nation since it was adopted in 1789.



#### The Fourth of July

**Source:** Kidport Referece Library

#### **\*Civil War Timeline**

The Civil War split the nation. It was the most bitter conflict within the United States. The source of the conflict between the North and the South resulted from fundamentally different ways of life. Economy in the South was heavily based on agriculture and growing cotton. The North was heavily industrialized with factories and manufacturing being central to the economy.

Growing and harvesting cotton required large numbers of workers. This work force was made up of about 4 million slaves. By the 1800's, the African slave trade had become illegal. But existing slaves were not freed. Men and women of the North pushed to completely abolish slavery. The South feared that losing the slaves would have a severe economic impact on cotton plantations.

Abraham Lincoln was against slavery. When he was elected President in 1860, seven Southern states left, or seceded, from the United States. They formed the Confederate States of America. On April 12, 1861, southern Confederate forces captured Fort Sumter in South Carolina. Four more states seceded, and the Civil War began.

The Civil War consisted of more than 50 major battles and 5000 minor battles. In less than 5 years, more than 600,000 men were killed and hundreds of thousands of others were wounded. The Union army with more soldier and resources eventually overcame the Confederate army. On April 9, 1865, General Lee surrendered his Confederate troops. The war was over. Five days after the surrender treaty was signed, President Abraham Lincoln was assassinated by a Southern sympathizer. The following time line shows major events of the Civil War:

<u>Slavery</u>	Lincoln Elected	The South Secedes	Battle of Bull Run	The War Order	Emancipation Proclamation	Surrender General Lee's Confederate Troops	Assassination of President Lincoln	Final surrender of the Confederate army
Pre-1861	Mar. 1861	Jan. 1861	July 1861	Jan. 1862	Jan. 1863	April 9, 1865	April 14, 1865	May 4, 1865

**Source:** Kidport Référence Library 2004

#### **A-II-6-4- Westward Expansion and Conflicts**

After the purchase of Louisiana in 1803 and the acquisition of the entire western half of the Mississippi river from France, the United States reached a peak in westward expansion. The continued US westward expansion to the Pacific, and even beyond was often justified by Americans as “Manifest Destiny”, a term coined by John. L. O’sullivan in his article the was published in “The United States Magazine and Democratic Review”, 1845. The idea was quickly adopted by congressmen and in the annexation of Texas, the joint occupation of Oregon territory with England, and the prosecution of the Mexican War (1846-1848).

#### **A-II-6-5- Slavery in the Southern Territories**

During the American westward movement, the issue of slavery was the major concern for both northerners and southerners. The north was far stronger in industry while the south’s economy was slave-based agriculture. The confederate states of America under the general Robert E-Lee wished to maintain institution of black slavery against union states who fought primarily for the emancipation of slaves and the preservation of the union.

By the elections of the republican antislavery, Abraham Lincoln in 1860 as a president, southern states (South Carolinas and 10 other southern states by the next year) carried out their secession. The secession of the confederate states, under Robert Lee, was denied by Lincoln and followed by the Emancipation Proclamation in 1863, which formally announced the freedom of slaves.

The four-years American Civil War (1861- 1865) ended with the abolition of slavery, the preservation of the union and the granting of citizenship to free slaves.

When peace came, the nation was reunited under the federal government, solving the political, social, and economic problem rising from war against the eleven confederate states. Lincoln's plans for the south were cut short, and more punitive measures of reconstruction were sought by radical republican against the defeated southerners after the assassination of Lincoln.

#### **A-II-6-6- The Impact of the War**

The post Civil War was characterized the physical, economic and political transformation of the South, rapid industrialization and urbanized states in the north. Reconstruction also led to an influx of European immigrants as well as the emergence of a future powerful nation in the world order.

A brief war was led in 1898 between the United States and Spain against the Spanish rules in Cuba and Philippine. The victory over Spain placed the United States into a position of world power. Philippine, Puerto Rico, and Guan, were granted to the US country under the Treaty of Paris. This resulted in the independence of Cuba and the withdrawal of the Spanish from the American land.

#### **A-II-6-7- The First World War (1914-1918)**

As a scholar, idealist and a political leader, Woodrow Wilson proclaimed American neutrality in the First World War (1914-1918). However, this neutrality was impossible either for the American minds or for the government policy. A decisive American entry was in 1917 primarily to bring about an allied victory and to restraint German power toward Europe in case of victory.



### **A-II-6-8- Great Depression of 1929**

After a decade of prosperity followed the World War I, a sudden end appeared with the great depression 1929. A stock market crash caused by inflation under the presidency of Herbert Hoover who opposed direct government intervention for the unemployed. By the elections of 1932, he was defeated by Democrat Franklin D. Roosevelt whose era knew an increased federal involvement in economic and social policy. His New Deal in 1933 to counter Great Depression, was as a cure to all ill-fields of life: Franklin D. Roosevelt in his speech 1932,quoted in , said:

“I pledged you- I pledge myself to a new deal  
for the American people” (p.70)

### **A-II-6-9- The Second World War (1939-1945)**

On November7, 1941, a Japanese attack on Pearl Harbour naval base in Hawaii brought the United States into the World War II allied with Britain, France, China and the U.S.S.R against Germany, Italy and Japan. Victory was achieved in 1947 leading to an accelerated development in the reconstruction of the western civilization by spreading the ideas of democracy, freedom and maintaining peace through the United Nation organization.

### **A-II-6-10- The Cold War**

After the World War II, an ideological, political and economic tension took place between the United States and the U.S.S.R lasted 40 years, known as the Cold War (1945-1990). The term was first used by the American financier and a presidential adviser in his speech on April 16, 1947, Bernard Barach:

“Let us not be deceived- we are in the midst of  
a cold war” (p.243)

### **A-II-6-10-1- Marshall's Plan**

In 1947, a generous program was proposed by George C. Marshall, as an aid to rebuilt Europe after the war. Marshall Plan was rejected by the Soviets and brought in a solidified cold war of the western Europe under the American influence and the eastern Europe under the communist regime.

In 1949, the United States and its European allies formed the North Atlantic Treaty Organization (NATO), responding to the unsuccessful Soviet, blocked of Berlin. Thereafter, under Stalin's approval, North Korea invaded US-supported South Korea, setting off an indecisive Korean War (1950-1953) which ended in stalemate.

After the death of the Soviet Joseph Stalin in 1953, a unified military alliance of the U.S.S.R and its allies in eastern Europe, the Warsaw (1957), responding to the admission of west Germany into the NATO.

### **A-II-6-10-2- Cuba Crisis**

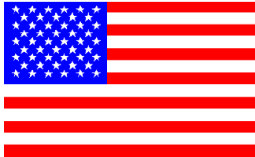
A confrontation in international relations between the two super powers, during the presidency of John Fitzgerald Kennedy, when soviet missiles were secretly installed in Cuba to be used as a nuclear attack on the United States, that resulted in the Cuban Missile Crisis (1962). This event was an unsuccessful agreement to withdraw the missiles.

The United States was involved in the Vietnam War (1955-1975), preventing the communist North Vietnam from bringing South Vietnam under its rule. The withdrawal of the United States, from this prolonged and unsuccessful war, was a year before the fall of the south Vietnam to the communists in 1974.

The Cold War ended with the collapse of the Soviet Union in late 1991 and the birth of the fifteen independent nations including Russia.

Meanwhile, the United States became the undisputed superpower in the world.

**The Flag of the United States**

<p>The flag of the United States is red, white, and blue. The fifty stars represent the fifty states. The thirteen red and white stripes represent the first thirteen colonies</p>	
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<p><b>Pledge of Allegiance</b></p>	<p>I Pledge Allegiance to the United States of America And to the Republic for which it stands, One Nation under God, Indivisible, With Liberty and Justice, for All.</p>
<p><b>The Star-Spangled Banner</b></p>	<p>Oh, say can you see, by the dawn's early light What so proudly we hailed by the twilight's last gleaming  Whose broad stripes and bright stars, through the perilous fight, O'er the ramparts we watched were so gallantly streaming  And the rockets red glare, the bombs bursting in air Gave proof through the night that our flag was still there  Oh, say does that star-spangled banner yet wave O'er the land of the free, and the home of the brave.</p>

**Source:** Kidport Referece Library

### **Subchapter 3: Population and Society**

*“In a society as diversified as the American one, ethnic enclaves flourish in all major cities and the population is becoming more and more multicultural”*  
Marie-Christine Pauwels

According to latest census held in 2004, the population of the USA came to 293 million people ( in 1990 248.7 m), which makes the US the third most populated country in the world after China and India.

#### **A-II-7-1- Demography**

<b>Administrative Division</b>	<b>Pop. 1990</b>	<b>Pop. 2000</b>	<b>Pop. 2002</b>	<b>Pop. 2003</b>	<b>Pop. 2004</b>	<b>Area Size</b>
<u>Alabama</u>	4 040 400	4 447 100	4 486 500	4 500 800	4 515 000	131 443 km <sup>2</sup>
<u>Alaska</u>	550 000	626 900	643 800	648 800	653 900	1 477 268 km <sup>2</sup>
<u>Arizona</u>	3 665 300	5 130 600	5 456 500	5 580 800	5 706 300	294 333 km <sup>2</sup>
<u>Arkansas</u>	2 350 600	2 673 400	2 710 100	2 725 700	2 741 400	134 887 km <sup>2</sup>
<u>California</u>	29 811 400	33 871 600	35 116 000	35 484 500	35 856 000	403 971 km <sup>2</sup>
<u>Colorado</u>	3 294 500	4 301 300	4 506 500	4 550 700	4 595 200	268 658 km <sup>2</sup>
<u>Connecticut</u>	3 287 100	3 405 600	3 460 500	3 483 400	3 506 300	12 547 km <sup>2</sup>
<u>Delaware</u>	666 200	783 600	807 400	817 500	827 700	5 133 km <sup>2</sup>
<u>District of Columbia</u>	606 900	572 100	570 900	563 400	556 500	159 km <sup>2</sup>
<u>Florida</u>	12 938 100	15 982 400	16 713 100	17 019 100	17 328 600	139 697 km <sup>2</sup>
<u>Georgia</u>	6 478 100	8 186 500	8 560 300	8 684 700	8 810 600	152 577 km <sup>2</sup>
<u>Hawaii</u>	1 108 200	1 211 500	1 244 900	1 257 600	1 270 400	16 636 km <sup>2</sup>
<u>Idaho</u>	1 006 700	1 294 000	1 341 100	1 366 300	1 391 800	214 325 km <sup>2</sup>
<u>Illinois</u>	11 430 600	12 419 300	12 600 600	12 653 500	12 706 500	144 123 km <sup>2</sup>
<u>Indiana</u>	5 544 200	6 080 500	6 159 100	6 195 600	6 232 300	92 903 km <sup>2</sup>
<u>Iowa</u>	2 776 800	2 926 300	2 936 800	2 944 100	2 951 400	144 716 km <sup>2</sup>
<u>Kansas</u>	2 477 600	2 688 400	2 715 900	2 723 500	2 731 100	211 922 km <sup>2</sup>
<u>Kentucky</u>	3 686 900	4 041 800	4 092 900	4 117 800	4 142 800	102 907 km <sup>2</sup>

<u>Louisiana</u>	4 221 800	4 469 000	4 482 600	4 496 300	4 510 000	112 836 km <sup>2</sup>
<u>Maine</u>	1 227 900	1 274 900	1 294 500	1 305 700	1 317 100	79 931 km <sup>2</sup>
<u>Maryland</u>	4 780 800	5 296 500	5 458 100	5 508 900	5 560 000	25 316 km <sup>2</sup>
<u>Massachusetts</u>	6 016 400	6 349 100	6 427 800	6 433 400	6 439 200	20 300 km <sup>2</sup>
<u>Michigan</u>	9 295 300	9 938 400	10 050 400	10 080 000	10 109 600	150 544 km <sup>2</sup>
<u>Minnesota</u>	4 375 700	4 919 500	5 019 700	5 059 400	5 099 200	206 207 km <sup>2</sup>
<u>Mississippi</u>	2 575 500	2 844 700	2 871 800	2 881 300	2 890 800	122 331 km <sup>2</sup>
<u>Missouri</u>	5 116 900	5 595 200	5 672 600	5 704 500	5 736 500	178 446 km <sup>2</sup>
<u>Montana</u>	799 100	902 200	909 500	917 600	925 800	376 991 km <sup>2</sup>
<u>Nebraska</u>	1 578 400	1 711 300	1 729 200	1 739 300	1 749 400	199 113 km <sup>2</sup>
<u>Nevada</u>	1 201 700	1 998 300	2 173 500	2 241 200	2 308 400	284 613 km <sup>2</sup>
<u>New Hampshire</u>	1 109 300	1 235 800	1 275 100	1 287 700	1 300 400	23 292 km <sup>2</sup>
<u>New Jersey</u>	7 747 800	8 414 400	8 590 300	8 638 400	8 686 600	19 210 km <sup>2</sup>
<u>New Mexico</u>	1 515 100	1 819 000	1 855 100	1 874 600	1 894 300	314 334 km <sup>2</sup>
<u>New York</u>	17 990 800	18 976 500	19 157 500	19 190 100	19 223 000	122 310 km <sup>2</sup>
<u>North Carolina</u>	6 632 400	8 049 300	8 320 100	8 407 200	8 495 100	126 180 km <sup>2</sup>
<u>North Dakota</u>	638 800	642 200	634 100	633 800	633 600	178 695 km <sup>2</sup>
<u>Ohio</u>	10 847 100	11 353 100	11 421 300	11 435 800	11 450 500	106 067 km <sup>2</sup>
<u>Oklahoma</u>	3 145 600	3 450 700	3 493 700	3 511 500	3 529 400	177 877 km <sup>2</sup>
<u>Oregon</u>	2 842 300	3 421 400	3 521 500	3 559 600	3 598 000	251 385 km <sup>2</sup>
<u>Pennsylvania</u>	11 882 800	12 281 100	12 335 100	12 365 500	12 395 900	116 083 km <sup>2</sup>
<u>Rhode Island</u>	1 003 500	1 048 300	1 069 700	1 076 200	1 082 600	2 707 km <sup>2</sup>
<u>South Carolina</u>	3 486 300	4 012 000	4 107 200	4 147 200	4 187 400	77 988 km <sup>2</sup>
<u>South Dakota</u>	696 000	754 800	761 100	764 300	767 600	196 576 km <sup>2</sup>
<u>Tennessee</u>	4 877 200	5 689 300	5 797 300	5 841 700	5 886 400	106 759 km <sup>2</sup>
<u>Texas</u>	16 986 300	20 851 800	21 779 900	22 118 500	22 461 200	678 358 km <sup>2</sup>
<u>Utah</u>	1 722 900	2 233 200	2 316 300	2 351 500	2 387 100	212 816 km <sup>2</sup>
<u>Vermont</u>	562 800	608 800	616 600	619 100	621 600	23 955 km <sup>2</sup>
<u>Virginia</u>	6 189 200	7 078 500	7 293 500	7 386 300	7 480 100	102 558 km <sup>2</sup>
<u>Washington</u>	4 866 700	5 894 100	6 069 000	6 131 400	6 194 400	172 447 km <sup>2</sup>
<u>West Virginia</u>	1 793 500	1 808 300	1 801 900	1 810 400	1 818 800	62 385 km <sup>2</sup>

<u>Wisconsin</u>	4 891 800	5 363 700	5 441 200	5 472 300	5 503 500	141 712 km <sup>2</sup>
<u>Wyoming</u>	453 600	493 800	498 700	501 200	503 800	251 501 km <sup>2</sup>
Inland waters						459 019 km <sup>2</sup>
United States of America	248 790 700	281 421 900	288 368 700	290 809 800	293 271 500	9 629 047 km <sup>2</sup>

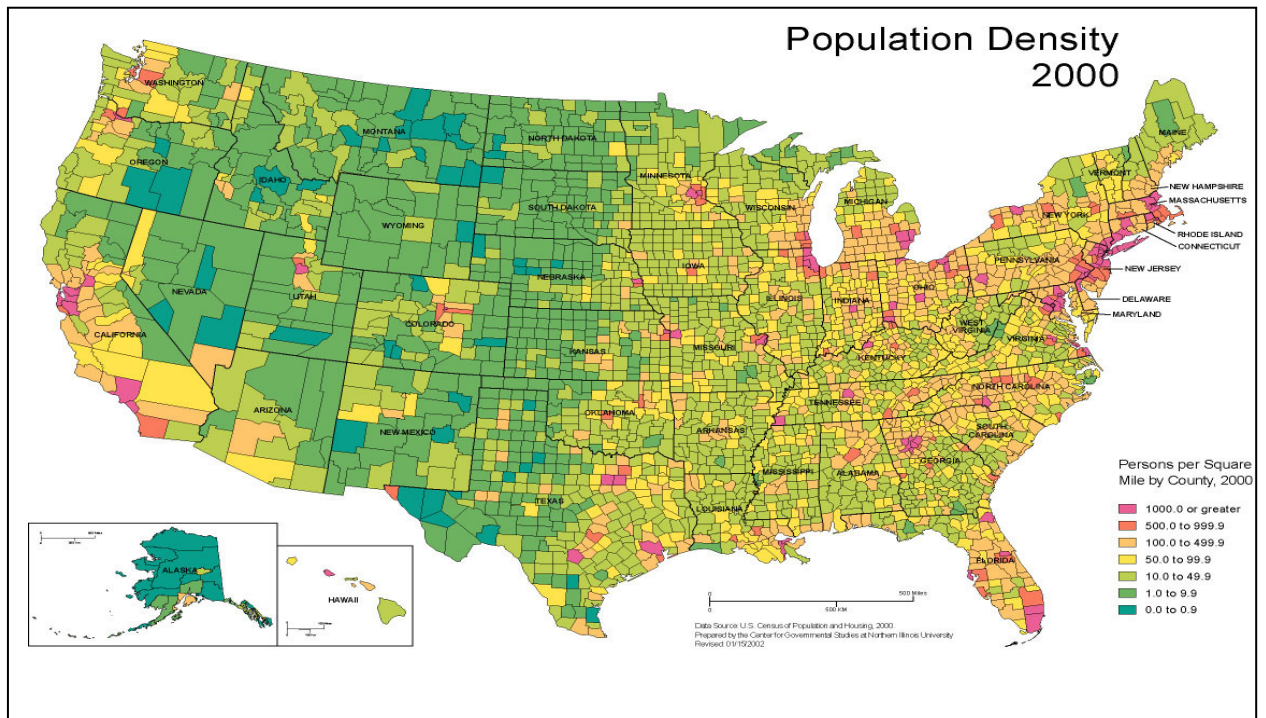
**Table (2) :** United States of America 2000Country and Regions

**Source:** World Factbook 2004

The US society is characterized by its people mobility. The majority of Americans change residence each year. The five peopled states today are California 35.8 million, Texas 22.4 million, New York 19.2 million, Florida 17.3 million, Pennsylvania 12.3 million. The less populated states are South Dakota, Delaware, North Dakota, Vermont, Alaska and Wyoming 503 800 inhabitants.

Since 1980, the US population has been moving toward the Southwest. States of the Sunbelt are fast increasing while those in the Midwest and Northeast are either stagnating or loosing ground. Close to half of the population is due to immigration alone.

The average birth rate is 14.7% (1995-2000), that has decreased from the baby-boom period (1960: 179m). Meanwhile, the average death rate today is 8.4%. It is supposed that life expectancy is 77 years for white Americans 80 years for white females and 75 for white males, 76 years for black females and 69 for black males.



**Map 3:** Population Density of the United States

**Source:** An Outline of American Geography

### **A-II-7-2- Land of Immigrants**

The United States a nation peopled through successive waves of immigrants. Since its early days, the country has welcomed more than 60 million newcomers. They came from Europe, South and Central America, Caribbean, and Asia. In the past decades, the US represented the half of the world's total immigration 11m, and over 10 of American population is foreign born. (USINFO Publications 2002)

Most of immigrants settled the USA to find political, religious or economic freedom, and to live in a better life.

John Gunther, cited in Hutchinson Encyclopedia 1999, noted:

“The United States is a country unique in the world because it was populated not

merely by people who live in it by the accident  
of birth , but by those who willed to come there” (p. 1090 )

Maldwyn Allen Jones 1992, in his book American Immigration,  
divided immigration growth into 3 main periods:

**A-II-7-2-1- The First Immigrants**

The first settlers to the new world were Spanish explorers, French traders or British settlers, who left their country for religious reasons. In the 17<sup>th</sup> century a group of puritans, escaped from religious persecution in England and settled in the east coast. Among those, were the Pilgrim Fathers who sailed from Plymouth, England, in 1620 aboard the Mayflower and settled in what called New England. Also the Dutch settled New York. Other Northern European joined the British settlers and established a colony in Delaware.

**A-II-7-2-2- From the 16<sup>th</sup> to the 18<sup>th</sup> century**

The great wave of immigrants in the mid 19<sup>th</sup> century was from north Europe, mainly British Isles, Scandinavian, and Netherlands. They consulted a group of common heritage, language, religion and culture and contributed to give birth to the concept of WASP (White Anglo-Saxon Protestant).

The second wave, lasted between 1870 and 1920, included over 20 million Europeans. Among t, 4.5m Italians, 4m Australians-Hungarians. 3.4m Russians and Poles. The newcomers succeeded to find jobs in manufacturing centers, and railroad companies in new world. But, Europeans managed to be an integral part of the new continent.

After these waves, the US government held restrictive measures against Chinese 1882 and Japanese 1907 immigrants.



### **A-II-7-2-3- From the mid-20<sup>th</sup> century to nowadays**

Since the 1960's the leading immigrant group is the Mexicans (27million in 2000), (Pauwels 2002). under the nicknamed “Brothers and Sisters Act”, which served at family reunification, immigrants from poorer countries uprooted their families and settled in USA.

Visas to the US, are divided between family immigrants, employment-based workers and diversity immigrants who win a lottery that is held each year by the US government and that distribute 50.000 green cards ( Ibid). this category must at least have a high school education.

Each year, the USA arrests about 1 million illegal immigrants, most of them are Mexicans. They try to be as invisible as they can for not be caught and sent back home.

To be an American citizen , one should has resided in the United States regularly for fine years, has an American relatives, or being born in the US, even from foreign parents. When one of the conditions is realized, the new citizen must show that he can speak and read English, then he will be asked about the different aspect of the American civilization, and be testified under oath that he is neither a drug dealer, nor a criminal. Then, in a neutralization ceremony, he swears to serve the USA and uphold the Constitution and laws. The oath ends with *so help me God*. (Encarta Encyclopedia 2004)

## **Subchapter 4: American Political Institutions**

*“The executive Power shall be vested in a President of the United States of America”.* US Constitution Article II

The adopted constitution in 1789 set up a federal system restricting and balancing the power of the national government and the fifty states governments.

National government’s main functions include defense, foreign policy, foreign trade regulation, national currency, high levels of law enforcement, interstate trade regulation and immigration. Meanwhile, states most important tasks are education, agriculture, conservation, supervising highway and motor vehicle, public safety, regulating interstate commerce, administrating some health and welfare programs. (American Institutions 1996)

Besides, the constitution establishes a separation of powers into three distinct branches: the legislative branch, the executive branch, and the judicial branch. (Ibid)

### **A-II-8-1- The Legislative Branch**

It is vested in the 435-member House of the Representatives and the 100-member of the Senate.

Members of the House of Representatives are elected to two-years term by popular vote. The number of representatives of each state is based on population as determined by a census conducted every ten years.

The House of Representatives is authorized to make federal laws, regulate foreign and domestic trade, coin and print money, ratify and put foreign treaties into effect, levy taxes and remove any member of the executive or judicial branch from their duties for treason, corruption or impeachment. The head of the house is called the Speaker.

Each state elects two Senators to two-years term regardless of population. Only one third of the senate stands for elections every two years. The Senate is headed by the vice-president.

The main function of the legislative branch is to pass laws. To become a law, a bill must be discussed by the appropriate committees then approved by both the House of Representatives and the senate. During these sessions, lawmakers are exposed to pressure from groups trying to persuade them to vote for against a bill, they are called “Lobbies”. After the approval of both houses, the bill is sent to the president for signature.

### **A-II-8-2- The Executive Branch**

It is headed by a four-year elected president and vice-president. The president serves at the head of state, highest executive authority and the leader of his political party. He is also commander-in-chief of the army and the navy, treaty maker, initiator of legislation and foreign policy. He is also allowed, after the Senate confirmation, to nominate administrators, ranking officers, ambassadors, judges and secretaries making up the president’s cabinet’s. The cabinet is made of the secretaries leading the thirteen departments (State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labour, Health and Human Services, Transportation, Energy, Education, Housing and Urban Development).

### **A-II-8-3- The Judicial Branch**

It is headed by the American Supreme Court, consisting of nine members appointed by the president with the consent of the Senate. As the only court mentioned by the Constitution, it has the power to invalidate legislative, executive acts which do not agree with the constitution. The Supreme Court is the last resort for appeals from lower courts decisions.

Most of the lower courts cases arise from constitution and law controversies.

#### **A-II-8-4- The Political Parties**

Two major political parties dominate politics in the United States: the Democratic Party and the Republican Party. (Hutchinson Encyclopedia 1999)

The Democratic Party was founded by Thomas Jefferson in 1792. It is supposed to be the more liberal party for its social-reform programs that have a great impact on the US society. These policies include Franklin. Roosevelt's New Deal in 1933 aiming at countering the Great Depression of 1929, and the Great Society suggested by John Fitzgerald Kennedy and carried out by Lyndon Johnson which seeks for the betterment of the country, the Economic Opportunity Act, the Civil Rights Acts 1964, the Medicare and the Voting Rights Act 1965, Housing, Higher Education and Equal Opportunities Acts.

In the other hand, the Republican Party, formed in 1854, seeks big capital and business. It serves at encouraging the private sector believing that citizens will be more independent from the state. Republican retention ended when George Bush lost the elections of 1992 to Democrat Bill Clinton, the first president to be re-elected to a second term since Franklin. Roosevelt, in 1996.

#### **A-II-8-5- The Elections**

However, many minor political parties exist in the United States, known as the third parties. They rarely win elections mainly due to the elections rules and the citizens' loyalty to one of the parties. Third parties encompass independents, social and libertarian parties, prohibition, women and right to life, and progressive party. (Mauk & Oakland 1997)

They serve at drawing attention to issues that have been neglected by the major parties.

### **A-II-8-6-Presidential Elections:**

Presidential elections start first by press conferences hold by individuals wishing to run the office. The number of candidates decreases through the process of presidential primaries (party's meeting) and presidential caucuses (party's elections) to one candidate from each party. Both procedures give party voters the right to choose delegates representing national convention for maintaining the candidate. Thereafter, candidates start their campaign by exploring the media, through TV spots, evening news and televised debates, to influence public opinion.

However, popular votes across the country are not the final result of the election. Each state has to have electoral votes equal in number to its seats in Congress (538 electors +3 votes of Columbia). The candidate who gains a majority wins all the electoral vote in that country. Thus, it is possible for a candidate to be elected president regardless of his minority popular vote. (ibid)

In accordance with the Constitution (Article II Section I), the president must be a national-born citizen, not less than 35 years and has been resident of the united states of American for fourteen years. Also, before entering the office, the president must take the following oath:

“ I do solemnly swear (or affirm) that I will faithfully execute the office of the president for the United States, and will to the best of my ability preserve, protect, and defend the constitution of the United States”.

(Article II section I)

**\*Presidents and Vice Presidents of the United States**

<b>President</b>	<b>Political Party</b>	<b>Term</b>	<b>Vice President</b>
George Washington	Federalist	1789-1797	John Adams
John Adams	Federalist	1797-1801	Thomas Jefferson
Thomas Jefferson	Republican	1801-1809	Aaron Burr George Clinton
James Madison	Republican	1809-1817	George Clinton Elbridge Gerry
James Monroe	Republican	1817-1825	Daniel D. Tompkins
John Quincy Adams	National Republican	1825-1829	John C. Calhoun
Andrew Jackson	Democratic	1829-1837	John C. Calhoun Martin Van Buren
Martin Van Buren	Democratic	1837-1841	Richard M. Johnson
William Henry Harrison	Whig	1841*	John Tyler
John Tyler	Whig	1841-1845	
James K. Polk	Democratic	1845-1849	George Mifflin Dallas
Zachary Taylor	Whig	1849-1850*	Millard Fillmore
Millard Fillmore	Whig	1850-1853	
Franklin Pierce	Democratic	1853-1857	William Rufus de Vane King
James Buchanan	Democratic	1857-1861	John C. Breckinridge
Abraham Lincoln	Republican	1861-1865*	Hannibal Hamlin Andrew Johnson
Andrew Johnson	Democratic	1865-1869	
Ulysses S. Grant	Republican	1869-77	Schuyler Colfax Henry Wilson
Rutherford B. Hayes	Republican	1877-1881	William A. Wheeler
James A. Garfield	Republican	1881*	Chester A. Arthur
Chester A. Arthur	Republican	1881-1885	
Grover Cleveland	Democratic	1885-1889	Thomas A. Hendricks
Benjamin Harrison	Republican	1889-1893	Levi Parsons Morton
Grover Cleveland	Democratic	1893-1897	Adlai E. Stevenson

William McKinley	Republican	1897-1901*	Garret A. Hobart Theodore Roosevelt
Theodore Roosevelt	Republican	1901-1909	Charles Warren F.
William Howard Taft	Republican	1909-1913	James Schoolcraft
Woodrow Wilson	Democratic	1913-1921	Thomas R. Marshall
Warren G. Harding	Republican	1921-1923*	Calvin Coolidge
Calvin Coolidge	Republican	1923-1929	Charles G. Dawes
Herbert Hoover	Republican	1929-1933	Charles Curtis
Franklin D. Roosevelt	Democratic	1933-1945*	John Nance Garner Henry A. Wallace Harry S. Truman
Harry S. Truman	Democratic	1945-1953	Alben W. Barkley
Dwight D. Eisenhower	Republican	1953-1961	Richard M. Nixon
John F. Kennedy	Democratic	1961-1963*	Lyndon B. Johnson
Lyndon B. Johnson	Democratic	1963-1969	Hubert H. Humphrey
Richard M. Nixon	Republican	1969-1974**	Spiro T. Agnew Gerald R. Ford
Gerald R. Ford	Republican	1974-1977	Nelson A. Rockefeller
Jimmy Carter	Democratic	1977-1981	Walter F. Mondale
Ronald Reagan	Republican	1981-1989	George Bush
George Bush	Republican	1989-1993	Dan Quayle
William J. Clinton	Democratic	1993-2000	Albert Gore
George W. Bush	Republican	2000-	

\* Died in office.

\*\* Resigned from. office .

**Table (3):** Prsidents and Vice Presidents of the United States  
**Source:** Encyclopedia Britanicca 1999

## **Subchapter 5: The US Foreign Policy**

*“Human rights is the soul of our foreign policy”*  
Jimmy Carter

### **A-II-9-1- Definitions of Foreign Policy**

Before we examine the US foreign policy in this section, we attempted to look for the different definitions that have been attributed to foreign policy. The common definition in most references is: "a policy governing international relations" (Dictionary Thesaurus 2005) or "a country's dealings with other countries" (Hutchinson Encyclopedia 1999: 407)

More specifically, Wikipedia, the Free Encyclopedia (2005) points out:

"A foreign policy is a set of political goals that seeks to outline how a particular country will interact with the other countries of the world"

The main goals of foreign policy are also highlighted by this encyclopedia.

It says that:

"Foreign policies generally are designed to help protect a country's national interests, national security, ideological goals, and economic prosperity"

In most countries in the world foreign policy is usually the job of the head of government and the foreign minister (or equivalent). However, in the United States, Congress also has considerable power and influence, and is able to pass Foreign Relations Authorization bills. Two major schools of foreign policy theory are Idealism and Realism (Hutchinson Encyclopedia 1999)

Foreign policy can occur as a result of peaceful cooperation with other nations, or through aggression, war, and exploitation. The 20th



century saw a rapid rise in the importance of foreign policy, with virtually every nation in the world now being able to interact with one another in some diplomatic form.

Throughout American history, the United States has not known any external danger except the ideological cold war. It's success and experience in foreign policy during that struggle heartened its leaders to believe that their nation's strength should be protected economically, politically, and militarily.

In his book, *Diplomacy* (1994), Henry Kissinger quoted :

“The Wilson's goals of America's post-peace, stability, progress, and freedom for mankind will have to be sought in a journey that has no end”. (p.836)

In reality, most of American presidents from George Washington to George W Bush contributed to export American democracy, freedom, and peace, as well as to steer an exceptional foreign policy distinct from all the nations' policies.

Further he adds:

“In a new era of peril and opportunity, our overriding purpose must to expand and strengthen the world's community of market-based democracies. [...] our dream is of a day when the opinions and energies of every person in the world will be given full expression in a world of thriving democracies that cooperate with each other and live in peace”.  
( p.805)

But who conducts foreign policy? Are there any other components which contribute in playing such role?

## **A-II-9-2- Foreign Policy Decision-Makers**

Referring to the constitution, the formulation and conduct of American foreign affairs are vested in the executive authority. Thus, the president has the entire power to carry out foreign policy decisions.

In his book *United States and Politics*, John Shallow confirmed that:

“For only the president has access to the best information, only he can act swiftly, secretly, and decisively; and only he has the legitimate claim to be the spokesman for the entire nation”.  
(P.487)

Yet next to the president’s foreign policy decision-making, however, his responsibility is shared with other men and organizations.

President’s acts depend on the advice of both his *right-hand man*, *left-hand men*, and *own men*. His right-hand man is the secretary of state (chief of the department of state) who besides his duties of receiving foreign diplomats and ambassadors, leading delegation in the central assembly of the united nations, explaining and justifying policy acts to congress and sometimes to people, he together with the president coordinates to make important foreign policy decisions.

The president’s left-hand man, however, are the other heads of the executive departments. But counts more on the advice of the secretary of defense and military experts to fulfill his national security’s aim.

And all of the right-hand man, left-hand men and their undersecretaries are known as the president’s own men. (CIA Factbook 2004)

Other intelligence organizations are involved in foreign affairs, such as the Bureau of Intelligence Research, the Defense Intelligence Agency, the National Security Agency (NSA), and the Central Intelligence Agency (CIA).

The CIA was established in 1947, its headquarters is in McLean, Virginia. Its main duties are gathering, analyzing, and discriminating data to the concerning people at the right time. Its agents are specialists and well-qualified people in almost all fields, located all over the world. (Hutchinson Encyclopedia 1999)

Because of its absolute secret operational role, neither its agent's number nor its budget is known for public. Yet, the CIA is prevented from carrying out intelligence information about American citizens, only in case of espionage or international terrorists operations.

The CIA undertakes covert actions in accordance and under the guidance of the National Security Council (NSC or NSA) which includes the vice-president, the Secretary of State, the Secretary of Defense, and Congressional Committees. Its movements are held solely when military action seems unable to fulfill foreign policy objectives. Such covert actions are directed and recommended by the president and the NSA. Moreover, the CIA plays a significant role in combating international terrorism and drug trafficking. (CIA Factbook 2004)

### **A-II-9-5- The Evolution of US Foreign Policy**

It is so amazing to notice that the United States foreign policy started with defending an agrarian democracy in its early days of independence. This assumption is sustained by Monroe Doctrine in which the United States isolates itself and its American continent from the European colonization and intervention. At the end of the 19<sup>th</sup> century the United States proved to be an economically powerful nation. She wanted privileges and markets outside the American continent. First it developed the Dollar Policy to invest and protect her investment outside the United States. Then, she wanted to have privileges in China like those given to the Europeans. This is known as the Open Door policy. Finally, during the Vietnam War and in the thick of the Cold War Nation Building Policy was

conceived. The US would topple government which oppose her policies in order to install governments which are ready to be her allied.

As US internal affairs are bounded by Constitution and political system, foreign policy is so. Nearly, the same parts that contribute in domestic policy such as public opinion, lobbies, political parties, elections, checks and balance, contribute but differently in US foreign policy decision-making.

be testified under oath that he is neither a drug dealer, nor a criminal. Then, in a neutralization ceremony, he swears to serve the USA and uphold the Constitution and laws. The oath ends with *so help me God*. (Encarta Encyclopedia 2004)

## **Subchapter 6: Language and Religion**

### **A-II-10-1- Language**

*“English was inherited from British colonization and it is spoken by the vast majority of the population of the US”*  
US Consus 2000

The United States federal government has no formally established official language, but it uses English for all legislative regulations and official pronouncements. In some states, English, French, Spanish, or Hawaiian are official.

English was inherited from British colonization and it is spoken by the vast majority of the population. But, American English has some differences from British English. The second most common language in the US country is Spanish spoken by 28.1 million people in 2000 (US State Department 2004).

Due to the great waves of immigrants, the country had large numbers of residents who spoke various languages; German, Italian, Czech, Polish, Chinese...etc. and there have been towns and cities where business, education, and newspapers were in those languages. In addition to Creole and Cajun (parts of Louisiana), Hawaiian (Hawaii), Ebonics (American urban areas), Gullah (Sea Island of South Carolina and Georgia), and the American Sign Language (ASL) used by the deaf people. (Ibid)

English	82.105%
Spanish or Spanglish	10.710%
Chinese	0.771%
French (incl. Patois, Cajun)	0.627%
German	0.527%
Tagalog	0.467%
Vietnamese	0.385%
Italian	0.384%
Korean	0.341%
Russian	0.269%
Polish	0.254%
Arabic	0.234%
Portuguese or Portuguese Creole	0.215%
Japanese	0.182%
French Creole	0.173%
Other Indic languages	0.167%
African languages	0.160%
Other Asian languages	0.152%
Greek	0.139%
Other Indo-European languages	0.125%
Hindi	0.121%
Other Pacific Island languages	0.120%
Persian	0.119%
Other Slavic languages	0.115%
Urdu	0.100%
Other West Germanic languages	0.096%
Gujarati	0.090%
Serbo-Croatian	0.089%
Other Native North American languages	0.078%
Armenian	0.077%
Hebrew	0.074%
Mon-Khmer, Cambodian	0.069%
Yiddish	0.068%
Navajo	0.068%
Miao, Hmong	0.064%
Scandinavian languages	0.062%
Laotian	0.057%
Other and unspecified languages	0.055%
Thai	0.046%
Hungarian	0.045%

**Table (4):** Primary Language in the US

**Source:** US Census 2000

## **A-II-10-2 Religion**

*“The United States is rather unusual country in respect to religious matters”* Marie-Christine Pauwels

Separating church and state in the United States came as a decline taken after the doctrine of the western countries in the 20<sup>th</sup> century because of the established or governmental religion.

A distinct line has been drawn between government and religion in America. The first Amendment of the Bill of Rights (1791) states that:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof”

Thus, the Constitution insured that no state-supported religion will be established in the United States and forbade any government interference which hamper free religious practices and exercises.

### **A-II-10-2-1- Religion History**

David Mauk & Oakland (1997) describe the American religious history from colonial periods to the 20<sup>th</sup> century as follows:

#### **A-II-10-2-1-1- Colonial Period**

Early settlements were characterized by its religious diversity that has been brought to north America by many colonists wishing to practise their religion freely and even spread their beliefs.

The *Calvinists*, were one of the first permanent settlement in the new world. Being outsider from their homelands, pilgrims sealed Plymouth, Massachusetts in 1620 after the establishment of the Church of England. They are known as Separatists. The second wave of Calvinists was of the puritans who arrived to Massachusetts Bay in 1630 where they hoped to grow in prosperity. Their mission was mainly to purify the Church of

England. They believed that success in work is a sign of God's pleaseness and that anyone who disapproves of their beliefs should not be tolerated.

Colonies have known a wide variety of religious beliefs and ideas. For example, the middle colonies were settled by Protestants (Welsh, Dutch Calvinists, Scottish Presbyterians, Swedish and German Lutherans), Baptists and English Quakers. Furthermore, many churches have been established outside the thirteen colonies by first catholic newcomers in the 16<sup>th</sup> century. They came as missionaries from Spain, Portugal and France. Jews minority also reached New Amsterdam in 1654 through trade and settled in Rhode Ireland (New Port), New York, Charleston, and Philadelphia.

#### **A-II-10-2-1-2- The 18<sup>th</sup> century**

The 18<sup>th</sup> century was characterized by two major events that motivated colonists' religious daily life. These were the Great Awakening and the War of Independence.

As far as the Great Awakening in concerned, Anne Cusack (1986 ) stated that:

“The Great Awakening of the 1740's, a revival movement which sought to breath new feeling and strength into religion, cut across the lines of protestant religious groups, or denominations”.

It resulted at friction among churches and ministers, but served as a motivational movement for the War of Independence. During the war, some religious groups supported the American fight and some do not. For instance, the English-supported Anglican Church lost its power after the war and was replaced by the American Protestant Episcopal Church.

Religion at the end of the century was so weak and inactive. Neither the Great Awakening nor the War of Independence has had long-term effects on the religious life.



### **A-II-10-2-1-3- The 19<sup>th</sup> century**

Another religious revival came in the early 19<sup>th</sup> century. As it led to some splits among churches, it served at increasing and expanding Evangelical groups to help ay creating future religious groups.

Two significant influences were on religion at this time. One was on the Evangelical groups and their influence on future movement. The other was represented by the *Transcendentalism Movement* that aimed at showing the existence of spirit in man and nature.

Another period of religious conflicts and divisions was the era of Protestant Sectionalism (1830-1860) leading to the emergence of new religious sects such as *Spiritualism, Millerism, Mormonism, Perfectionism* and *Shakerism*. There was also formation of religious groups stressing social aspects.

From 1830, the Roman Catholic Churches were receiving a strong support from Irish, French, German, and European immigrants by the end of the century.

Under the control of Bishops, the church attracted many newcomers, but they faced opposition and prejudice from Protestants. Meanwhile, fleeing from persecution and hostility in Germany, Jewish minority increased from 15.000 to 225.000 and succeeded in assimilating to American life despite protestant dominance and anti-Semitism.

This century has also known church emphasis on social, economic, and educational concerns, in addition to theological quarrels about slavery during the Civil War.

### **A-II-10-2-1-4- The 20<sup>th</sup> century**

In the 20<sup>th</sup> century, religious diversity in the United States increased as millions of immigrants came from all over the world.

According to David Mauk & Oakland (1997), critics argued that:

“The diversity of new and established religions has led to competing pressures in US religious life in the twentieth century between pluralism and ecumenism (closer relations between faiths); social action and spiritual renewal; and secularism and religious growth” (p. 359)

Indeed, despite religious pluralism in the United States, religious groups managed to tolerate and cooperate with each other through ecumenical movements due to their ideas that stressed unification and tolerance among Christians.

The term *Spiritual Renewal* stands for fundamentalists who emphasized basic principles of faith (Bible). They opposed modernism and religion’s public commitment in social matters. They were also against Charles Darwin’s theory of evolution and new criticisms of the Bible.

*Evangelical Christians*, a branch of Conservatives Protestants, stressed the liberal truth of the bible, significance of education and individual’s responsibility and commitment. In recent decades, they have prevailed in the United States through their dramatic sermons and media performance to evoke spiritual responses of the audiences.

But, in spite of the pluralistic nature of US religion, Americans have adopted a “*Civil Religion*”.

David Mauk & Oakland (1997) maintained that critics identify Civil Religion as:

“A mixture of religion, morality and nationalism which emphasizes symbols, emblems and traditions, such as the national motto (In God we trust) and the pledge of allegiance to the flag (one nation under God)” (p. 362 )

Other tension appeared in the United States in the 20<sup>th</sup> century between *secularism* and *religious growth*. Many American educational

institutions have been secularized by the state. Secularization means, according to Hutchinson Encyclopedia 99:

“The process through which religious thinking, practice, and institutions lose their religious and /or social significance”. (P. 957)

This is mainly after the appearance of a liberal American society with highly developed means of leisure and entertainment.

The most controversial aspect of religion in the United States is its relationship with state and politics. As supposed religion is separated from state through no state-support, no taxation, no official or legal religious vacations, and no political affiliation to a specific religious movement.

However, the separation between church and state, religion and government is not absolute. Religion, as considered in the United States, is a private matter, it has an impact on their social and political issues, for instance, abortion and death penalty. But recently, many Americans debate the increased involvement of religion in politics. This is mainly due to the influence of the “Christian Coallian”, known as the *Christian Right*, over Supreme Court’s decisions especially about abortion and prays in public schools. Christian right, also supported conservative politicians during elections and attempted to be members of the party.

## **Subchapter 7: The US Educational System**

*“ It is widely believed in the US that learning should be fun and that students won’t learn much if the lesson is not interesting, relevant to their daily lives, and even enjoyable”*      *Cornelius Grove*

Since early colonial times, education has been the major concern for all Americans, as Gunner Mydral cites in *American Institutions* (1996):

“Education has in America’s whole history been the major hope for improving the individual and society”. (p.49)

Broadly speaking, a great deal has been expected by American people from their educational system. They wanted to broaden the contour of education to serve other social institutions, thoughts, values, and aims. American education is characterized by its wide variety of choices offering many institutions, programs, and locations to American students and even to international students.

### **A-II-11-1- American Educational Structure**

Almost American students attend 12 years of primary and secondary school. They begin at the age of six by primary schools. After attending five or six years, US children may go to secondary schools, called “middle schools” or “junior high school” and “senior high school”. They consist of two three-year programs or of a three-year and a four-year program.

Next, American students go to college or university where they receive higher education. The four years of college are called respectively “freshmen” and “sophomore” class. Seeking for Bachelor’s degree at a college or at a university is known as undergraduate school. Studying beyond bachelor’s degree to obtain a master’s or a doctorate degree is known as graduate school or postgraduate education. Before attending a college or university, two unofficial tests are given to indicate the expected student’s ability. These are the SAT (scholastic aptitude test) which serves at measuring aptitudes in verbal and mathematical fields, and the ACT (American college program) which serves at measuring English skills, mathematic, social and natural sciences. (Cohen, 1993)

Besides the SAT and the ACT tests, graduate students are admitted into college and university on the basis of their records during the high school, their teachers recommendations and the obtained impression from the interviews at the university. (Ibid)

Students may get higher education in eight main institutions (Understanding American Education 2001) :

-State college or university (financed and rely on a state or local government)

-Private college or university (run privately with higher tuition)

two-year college (either public or private, offering an Associate’s degree)

-Community college (public college awarding special services to commuters, evening students and international students, offering intensive English programs)

- Professional school (either a part of a university or a separate school) it enters students to many professions such as, art, music, business...
- Institute of technology (specializing in science and technology through either graduate program or shorter courses during four years)
- Technical institute (offers a wide variety of technical skills such as medical technology and industrial engineering)
- Church-related school (admits students of all faiths, and sometimes it welcomes students who take part in sponsoring religious groups).

Underclassmen require to take wide variety of courses in literature, history, science...etc. At the junior year, students choose their major field of study, as well as electives that are extra courses chosen by the students but are not requires. During the four years, students often learn through large lectures and seminars. To facilitate the learning process, textbooks and other readings are provided each week. In addition to, professors assign several written reports each semester. (Ibid)

Determination of students' grade is based upon various tests. These tests include classroom participation, midterm examination, research papers, unannounced quiz, and the final examination.

The US academic year usually lasts from august or September to May or June. It is composed either of two terms or three terms. Other colleges use the quarter system (four terms) including the optional summer session.

Despite the importance given to education in American life, each of the 50 states has its own system and laws of education. But the federal Department of Education functions only as an advisor and fund for both public and private schools.

Laws regulating education differ from state to state. Some require children to attend school up to age 16, others up to 18. Also, the age variation, learning material selection depend on the state's regulation. For instance, textbooks can be decided by the state committees, while in other

state such a matter is left to the local school. (David Mauk & Oakland. 1997)

Although the United States does not have a national curriculum, almost elementary and secondary schools teach common subjects. In elementary schools children learn mathematics, language arts, science, social studies, and physical education. While in secondary schools, students take courses in American history, literature the required courses (Ibid). Moreover, students choose their electives under the guidance of a school counselor. Electives may include performing arts, cooking, driver's education, and shop.

### **A-II-11-2- Goals of Education**

This variety and flexibility in elementary, secondary schools, and higher education give the American education its present character.

US education, basically, have aimed for equal opportunity. Thus, every child in the United States is required to attend 11 years of education regardless of sex, race, religion, or physical handicaps. (The United States Information Agency 1992)

The United States, too, played a central role in bringing millions of immigrants from various cultural backgrounds, racial origin, ethnic and linguistic groups, through “Americanization”.

### **A-II-11-3- Educational Reforms**

A series of studies criticized the quality of public schooling at all levels in the 1980’s. The main causes are, according to commentators the growth of electives, mediocre TV programs, drug abuse, low salaries...etc. As a result, several recommendations were suggested to reform the US education, including formulating a new core curriculum, introducing remedial program, implementing standards of proficiency, and providing better training and payment for teachers. (Ibid)

To cure certain social and economic problems which hamper students learning and progress, schools and universities participated in providing free meals for needy students and training staff for handicaps. Americans believe that the quantity and the quality of education of a given nation determine its future and its durability among nations. That is why they spend more money on the department of education rather than other departments.



## **Subchapter 8: Arts and Cultural Life in America**

*“For better or worse, many nations now have two cultures: their indigenous one and one consisting of the sports, movies, television programs, and music whose energy and broad-based appeal are identifiably American”*                      Portrait of the USA

American culture has produced many outstanding artists, writers, filmmakers and musicians during the 19<sup>th</sup> century and it is still expanding and changing like the nature of American people. According to a number of studies, Americans found it necessary to insist that they had a distinctive literary and artistic culture. Their culture has known an extensive fame in the 20<sup>th</sup> century in the production and consumption of movies.

### **A-II-12-1- The Arts**

Mauk & Oackland (1997) maintained that:

“ The US is often stereotypically perceived as a society in which low-quality television, sports, film, and other forms of popular or mass entertainment take procedure over, and therefore minimize the harbrow arts” (p.378)

Indeed the US cultural level is often estimated, mostly by Europeans, as low comparing it with European standards. Further he adds:

“Europeans, in particular, may somewhat snobbishly regard America as lacking what they would term a sophisticated and traditional ‘high culture’ ” (p.378)

In fact, US people become today more aware of the cultural side of their life. They attend dance performance, classical symphonic concerts, music recitals, opera and various museums and theatres.

The USA has more than 7000 museums. The most famous, however, are, *Museum of Modern Art* (New York), *Museum of Contemporary Art* (Los Angeles), *Sculpture Garden* (Washington), *Museum of Five Arts* (Boston), *Philadelphia Museum of Arts*, and the *American Museum of Natural History* (New York). (Encarta Encyclopedia 2004). Also, it has over 32.000 libraries, like the *National Library of the Congress* at Washington (28 million volumes), and New York Public Library (about 10 million volumes). In addition to many theatres, and cultural buildings such as *Metropolitan Opera*, and *Carnegie Hall* of New York. (ibid)

### **A-II-12-2- Sports**

Sports in American life are increasingly important for many people and central to their life. This is reflected in the large amounts of money spent by the US on their buildings, sponsoring and advertisement. Richard G. Powers considered the US sport as a myth, and added:

“Above all, sports culture has its mechanism for helping individuals identify with the group, for replacing their loneliness with the security of belonging” (p.217)

The most popular American sports are *American football*, *baseball*, *basketball*, and *ice hockey*. Baseball is the favourite sport for all Americans, played by so many people. It is a democratic game and known as ‘the national pastime’. This game has also become popular in many countries, played from early spring to fall. The best players play for various professional teams that are organized into two major leagues: the National League and the American League. The players are well-known everywhere in the country, they earn big salaries, and their pictures frequently appear in newspapers.

The other game that travelled around the world is basketball. It is probably second to football as the most popular sport in the world. The game is made up of four quarters, each one lasts 12 minutes. Extra five minutes are added in case of draw. The first professional basketball league was formed in 1898; players earned \$ 2.50 for home game, and \$ 1.25 for games abroad (Mauk & Oackland 1997).

Top US professional basketball players make up the so called '*Dream Team*' which represent the USA in Olympic Games.

### **A-II-12-3- The Movies**

Movies have been the most influential American artistic form. The US domination of the world's screen began after the WWI. The film industry moved from east coast to Los Angeles and Hollywood. Hollywood reflected the US culture through treating themes such as way of life, romance, heroism, women role...etc

By the mid-1990, 85% of the world film markets were controlled by the US (Portrait of USA 1997). Week after week, in almost every country, the box office was dominated by the US titles. In 1993, Britain's 20 most successful films at the box office were American, that earned \$300 million of the total British box office earning £319 million (David Robinson 1999). The same case was in Spain, Sweden, and Denmark. Even in the countries of strong natural production like France, Japan, and Italy, 8 of the weekly top ten movies were regularly American.

David Robinson, in his report, the Hollywood Conquest said:

“Hollywood films have an overwhelming attraction for the world audience because they are opulent in production and thus are more polished and assured in technique and more calculatedly popular in appeal”

Indeed, the high quality and the economic self-sufficiency of the US cinema permit its movies to be sold abroad and at the most competitive prices.

Many US movies' stars are foreigners. They have been recruited by the American cinema to enrich Hollywood's production. For instance, Sophia Loren, Mel Gibson, and Emma Tohampson. Then, he added:

“The German director Wim Wonders said, people increasingly believe in what they believe in. [...] people use, drive, wear, eat and buy what they see in the movies”

More specifically, young in every part of the world are influenced by the American movies. They prefer to drive big cars, wear blue jeans, eat hamburger, and drink coca, that is living as Americans do.

Recently, US movies have been heavily criticized on their concentration on violence, sexuality and brute actions.

#### **A-II-12-4-Music**

*Ragtime, Blues, Jazz, Country, Western, and Rock and Roll* music have achieved a remarkable success in the United States. They have also been exported and affected the world culture.

Ragtime was one of the predominant styles of American popular music from about 1899 to 1917. It is an African-American music, popularized by the “King of Ragtime”, Scott Joplin. The ragtime derived from the blues music bases of folk songs and church music that reflected the lives of poor Blacks. (Mauk & Oackland 1997).

The American blacks' folk music, the blues, was one of the most important influences on the development of popular music in the United States. The famous representatives of this style are W.C Hardy, Blind

Willie Mc Tell, Blind Boy Fuller, Charlie Patton and Willie Brown.  
(Encyclopedia Britannica 1999)

Jazz and blues are closely related, several jazzmen employed blues elements in their music. As a musical form, it was developed by European harmonic structure and African rhythmic complexity. The city of jazz was New Orleans but later it was spread to other parts of the country. Among those who developed this style ,Louis Armstrong, Duke Ellington, Roll Mortan and John Lewis. (Portrait of USA 1997)

In the mid-1950's, aroused a new style, the rock and roll. In its beginnings, it relied on heavy, dance-oriented rhythms, common melodies and lyrics concentrating on young love, adolescence, and automobiles. It succeeded to become the dominant form of popular music, spreading to Europe and other parts of the world. Rock singers such as Elvis Presley, Jimi Hendrix, Janis Joplin, and Bruce Springsteen often used blues materials. Rock'n'roll was usually centred on live concerts in huge open venues or stadiums. Later, it was developed by many performers like the Beattles, Bob Dylan and the British Rolling Stones. (Hutchinson Encyclopaedia 1999)

Country and western style emerged in the 20<sup>th</sup> century and originated among whites in south and west. Country's music roots lie in the ballads, folksongs, and popular songs the English Scots and Irish settlers of the Appalachians. It is played on the guitar, banjo, or fiddle. The most leading country singers are Roy Acuff, Tex Ritter, Randy Travis...etc

## **Subchapter 9: American Ideals**

*“The American believes in progress, in self-improvement, and quite fanatically in education. But above all, the American is idealistic”*

*Will Herberg*

In spite of its wide cultural, regional, and ethnic diversity, the US has built its unity on a series of common ideals and beliefs which have shaped the nation's identity and the American character.

### **A-II-13-1- Freedom and the American Dream**

Uppermost among the values Americans believe in founding their nation is the concept of freedom.

Americans perceive their land as ‘God-given heaven’, a land of opportunities and new beginnings. This idea has inspired the concept of ‘American Dream’, that has been defined by Luthers (1992) as:

“A popular metaphor in writing about life and aspiration in the United States, the American Dream usually implies social mobility and material success: a rise from rags to riches through sacrifice, hard work, perseverance, and luck. One also finds the term associated with democratic self-government, religious freedom, racial equality, educational opportunity, home ownership, quality of life and a variety of sensual indulgences` (p.85)

In fact, the American Dream is a belief in equal opportunities, in a better life accessible to all. It is embodied by the expression ‘from rags to riches’, made widespread by the 19<sup>th</sup> century fiction writer Horatio Alger, in his novels that tell tales of penniless men who succeeded to ameliorate their life thank to will and effort.

If this land of freedom provides all necessities to achieve the dream. People are also required to work hard in order to make it true. The importance of hard work is an other value that has shaped the American character since early settlements.

This hope attracted plenty of immigrants from all countries to join this world welcomes them by the Statue of Liberty and Emma Lazarus's words`` Give me your tired, your poor, your huddled masses yearning to breath free``



"Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tossed to me.  
I lift my lamp beside the golden door."

The Statue of Liberty was a gift to the people of the United States from the people of France. She stands in the middle of the harbor of New York City. She is a symbol of hope and freedom for immigrants.

### **The Statue of Liberty**

**Source:** Kidport Reference Library

### **A-II-13-2- The Melting Pot**

The US society has often been known as a great ‘Melting Pot’ in which people from many nations and cultures have given birth to what is called ‘American’.

In the 18<sup>th</sup> century, Hector S<sup>t</sup> John Crèvecoeur, a French farmer settled in the new world, wondering about what is meant by an American. He gave this tentative answer, cited in Making America 1992

“What is then an American, this new man? He is either an European, or a descendent of an European, hence that strange mixture of blood, which you will find in no other country. [...] Here individuals of all nations are melted into a new race of men, whose labours and prosperity will one day cause great change in the world. ``  
( p.08)

Reality, the United States has assimilated and created its character from an extraordinary variety of people. Thus, an American is a new race who has been absorbed by American mainstream whether through intermarriage or general assimilations. The United States is becoming multicultural and multiethnic, but with the dominance of the English language.

### **A-II-13-3- Individualism and Equality**

Individualism and equality have been often seen as two conflicting values. The French political commentator Alexis de Tocqueville argued that individualism is a logical consequence of democracy and equality. In his book, Democracy in America defined it as: (cited in Making America 1992)

“A mature and calm feeling, which disposes each member of the community to serve himself from the mass of his fellows and to draw apart with his family and his friends, so that after he has thus formed a little circle of his own, he willingly leaves society at large to itself” (p.226)



Tocqueville, described individualism in terms of moderate selfishness disposing human beings to be concerned only with their own circle of family and friends

He also give it a social and sense..

“A social conditions become more equal, the number of persons increases who, although they are neither rich nor powerful enough to exercise any great influence over their fellows, have nevertheless acquired or retained sufficient education and fortune to satisfy their wants ” (p.226)

As a social value Tocqueville placed high value on the freedom of the individual and generally stressed the self-directed individual. Many philosophers, like Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman, in the 20<sup>th</sup> century, emphasized the power of the individualism in controlling destiny. The can-do and the do-it-yourself mentality are the most developed movements in the United States.

Politically, Tocqueville claimed:

“Democratic communities [...] are constantly filled with men who, having entered but yesterday upon their independent condition, are intoxicated with their new power.[...] they care for nobody but themselves.” (p. 227)

One of the most extreme individualists believes in anarchy, but all believe that government should keep its interference at a minimum and should confine itself to maintain law, order and to prevent individuals from interfering with others.

*Economic individualism* advanced for a while. But the new wave of regulatory legislations during the 19<sup>th</sup> century demanded governmental

intervention in the economic process. The reason was that almost economic theories were based on individualistic assumptions. In fact, the economic progress is achieved by individual's effective behaviour among groups and organizations. (Luther 1992)

According to Luther 1992, positively, individualism embraces a high value on self-reliance, privacy, and respect for other individuals. Negatively, it embodies opposition to authority and to manners of control over the individual, especially when they are exercised by the state.

#### **A-II-13-4- Mobility of the Population**

The United States of America is characterized by its people geographic and social mobility. Geographically, this mobility is inherited from the early days of the country, that is possible to settle elsewhere and make a fresh start ( Maldwyn 1995) . This characteristic in the American character is expressed through his forward-look, energy, and optimism. In short, the US society is not static; it is always on the move.

Socially speaking, improving oneself is part of the American Dream for most Americans. If not for themselves, then for their children. This improvement is possible by the absence of a rigid class structure. They do not divide their society into ideological, political or sociological structures, but rather in term of income distribution. Only 20% of American households earn over \$175.000, 12% live below poverty and 68% constitute the middle class that earn from \$25.000 to \$75.000 a year. ( Pauwels 2002).

Logomasino, cited in Civilisation des Etats-Unis 2002, said:

" Americans have much greater tendency to think about serious philanthropy at much lower level of wealth" (p.41)

Philanthropy is becoming an increasing part of the US society. Many Americans give chunk of their money away when they are worth around \$ 20 million. Their contributions in 2002, was estimated to \$203 billion, around 2% of GDP. Making money is something Americans are proud of and like to display.

### **A-II-13-5- Manifest Destiny**

Americans have a belief that the American dream should be shared by all mankind and America has been chosen to export its model civilization and preserve democracy all over the world. This idea is summed up in the notion of 'Manifest Destiny', first coined by John O'sullivan (editor on the United States Magazine and Democratic Review) in 1845, at the time of the US expansion during the 19th century.

Indeed, it was during this century that Americans had intended to control the entire North America. This resulted to either purchasing land from previous owners (Louisiana: 1803) or taken by force (Ohio: 1817, Florida: 1819, Texas: 1845, California: 1848). O'sullivan in his famous article justifies the US expansion by giving it religious reason: the USA was designed by God to occupy the entire North America, displacing any natives or nations that hamper their great colonizing journey to the Pacific. (Maldwyn 1995)

## **Subchapter 10: The American Mass Media**

*“A well-informed people is the strongest guardian of its own liberties”*  
Portrait of the USA

Americans are daily exposed to print media (newspapers, books and magazines) and the broadcasting media (television and radio) for 9 hours, at home, at work and even when traveling.

News, entertainment and various programs are provided through 1.600 newspapers, with a circulation of 57 million, 1.500 million TV stations, today, 30% of the world’s television sets and 40% of the world’s radio belong to Americans. (Encarta Encyclopedia CD 2004)

### **A-II-14-1- The Press**

The first Amendment of the US Constitution states that: “Congress should make no law...abridging the freedom of speech or of the press”. Thus, the press is given an extraordinary freedom in reporting news and expressing opinions.

US press managed to attract readers by its objectivity in reporting, without bias. Almost all editors and journalists tend to present information clearly separated from their opinions and comments.

Mauk & Oackland (1997) reported:

“They see themselves as a ‘Fourth Estate’, or fourth branch of society after the law, government and religion, they have published official secrets; revealed classified documents; exposed corrupt practices, unethical behaviour and injustices in American life” (p.330)

In following its constitutional rights, the press works as a ‘guardian of democracy’. This has led to tensions between the press and public authority. The famous cases were publishing ‘Pentagon Paper’ in 1971by

the New York Times, containing details of the American role in Vietnam War. The other case was the Watergate Scandal, when two reporters of the Washington Post (Bob Woodward and Carl Bernstein) participated in investigating the wrongdoing of the president Nixon in 1971 resulting in his resignation.

Most of Americans receive their newspapers at home, early in the morning. Papers cost 25 to 50 cents. Morning papers are less thick than weekend papers which the majority of US readers run to. Reading Sunday papers can take the whole day, for their diversified sections: business, sport, home life, leisure, advertisement...etc. For minorities and different ethnical groups, newspapers are published in more than 30 foreign languages. (The USA Today 2004)

Dailies and weeklies papers have decreased in number and circulation level to adapt with the fierce competition from electronic media. Today, the internet enables anyone to get through the different US papers.

THE Wall Street Journal	1.752
USA Today	1.671
The New York Times	1.086
The Los Angeles Times	1.078
The Washington Post	763
The New York News	701

**Table (5):** Circulation of the Leading Daily Papers in 1999

**Source:** Civilization des Etats Unis 2002

More than 11.000 magazines and periodicals are published in the US country weekly and monthly. They cover all topics and readers needs. The most circulated international magazines are National Geographic, Reader's

Digest, Cosmopolitan, Vogue, Time, Newsweek, Scientific American and Psychology Today. Weekly magazines include Time, Newsweek and US News & World Report.( Mauk & Oackland 1997)

Among the magazines addressed to women are Better Homes and Gardens, Mc Calls, Ms, and Women's Day. Men's ones include the world famous Playboy and Penthouse. There are other influential periodicals covering educational, political and cultural topics such as The Atlantic Monthly , Harvard Educational Review, Saturday Review, The New Republic, National Review, Saturday Review, The New Republic, National Review, Foreign Affairs, and The New Yorker.( Emery Michael, Emery Edwin 1999).

### **A-II-14-2- Television**

Today, 98% of Americans households have a TV set with a choice of more than 1.500 stations.

Bertrand (1998) argued:

“By the time he is 18, the average American has already spent 1.5000 hours watching TV. The nickname couch potato is given to the addicted TV viewers.” (p.127)

In most US homes, one can find a TV set for each room. Americans spend most of their free time in front of TV (between 3 to 6 hours a day) and they conceive it as the most important and reliable source of news. It depends solely on its advertising programs, for its survival.

US stations are affiliated with and receive many of their programs from the big television networks which are the National Broadcasting Company (NBC, 1926), the Columbia Broadcasting Service (CBC, 1928), and the American Broadcasting Company (ABC, 1943).

Since the 1980's, the power of the big three networks has declined because of the news market shares, from 93% in 1975 to 46% in 1996. Meanwhile, the independent Fox TV become America's second network in 1997; targeting the young audience through sitcoms (Beverly Hills, Melrose Place...), real TV show (America's Most Wanted...), or cartoons (the Simpson). (Encarta Encyclopaedia CD 2004).

Today, Americans become so attracted by cable TV and pay channels such as Show view or HBO (Home Box Office). Each of these channels is specialized in one segment of the programs. Like the clock-news (CNN), music (MTV), youth programs, religious broadcasts, talk show or movie channel. There are also two famous Spanish-language channels, Telemundo and Univision that cater Hispanic's interests. American viewers can also select their own programs by the pay-pre-view. In addition to private channels, there is also a government-owned TV called the Public Broadcasting System (PBS) created in 1967. It is especially known for its educational programs for all levels, like Sesame, Scientific American Frontiers, Nova...etc

Sydney & Sterling (1990) claimed:

“As for the contents of broadcasts, the evolution of American TV is toward and increase in what Americans call infotainment, which refers to a hybrid category blending facts and fiction and dealing with information in an entertaining style” (p.223)

Most of US channels tend to broadcast programs that present information in an entertaining way, such as reality and talk shows.

Further they add:

“Americans are voracious image consumers. They spend billions to watch films, more than the Japanese and the Europeans combined. Video leads

the market with nearly half of total expenditures, while movies and cable TV share the other half” (p.225)

As mentioned above, Americans are addicted movie viewers. The majority of them spend their money in buying or renting K7 and DVD’s, they desire entertainment.

TV has also been a useful means in influencing and forming opinions. It is an essential communication tool during political elections to affect its results.

### **A-II-14-3- The Radios**

Radio became a popular communicating means during the 1920’s, mainly to inform people about the Second World War’s events. It has lost its popularity in the 1940’s because of TV supremacy. But US radio is still progressing, for its news, music, and talk shows. About 80% of Americans listen to radio, today.

There are over 10.000 radio stations in the USA. Most of them are musical or ethnical. As TV, radio stations purchase their programs from the three big companies ABC, NBC, and CBC. In addition to commercial tools, there more than 1.400 public stations that broadcast educational programs for universities and private institutions. They are financed by public fund and private donations.

In terms of US media contents. People can find all sorts of information and entertainment through the press, TV, and radio as Hudson points out that:

“For the majority who want entertainment, network television privies it, for the minority who want education, the better newspapers and magazines provide it. Public radio, with its hour- and- a-half nightly newscast, also provide quality coverage. The media offer something for everyone. (p.112)



## **Subchapter 11: The American Economy**

*“The business of American is business”*

President Calvin Coolidge

### **A-II-15-1- Generalities**

The US economy is known by its power, diversity and advanced technology in the world, with a per capita GDP of \$ 37.800. American firms are more flexible than any other country in Western Europe and Japan in business decision-making.

Moreover, since 1975, it passed through the following major periods:

1975-1994: household income reached the top 20% of household.

1994-2000: continuous economic expansion, low inflation rates and an unemployment rate below 5%.

2001-2002: an increased output to only 0.3%, rising unemployment and economic failure but a speedy recovery after the terrorist attacks of 11 September 2001.

2002-2003: remarkable decline in the stock market, illegal accounting practices in some important companies

2003-2004: an increased productivity and stock market and an unemployment rate of 6% that declined at the end of the 2003. In addition to other problems such as: inefficient investment in economic infrastructure, rising medicare costs, trade deficits and low family income.

## A-II-15-2- Statistics

GDP - real growth 3.1% (2003est.)

rate: purchasing power parity - \$37,800 (2003 est.)

GDP – per capita:

GDP - composition agriculture: 1.4%

by sector: industry: 26.2%

services: 72.5% (2003 est.)

Investment (gross 15.2% of GDP (2003)

fixed):

Inflation rate 2.3% (2003)

(consumer prices):

Labor force: 146.5 million (includes unemployed) (2003)

Labor force – by farming, forestry, and fishing 2.4%, manufacturing,

occupation: extraction, transportation, and crafts 24.1%,

managerial, professional, and technical 31%, sales

and office 28.9%, other services 13.6%

note: figures exclude the unemployed (2001)

Budget: revenues: \$1.782 trillion

expenditures: \$2.156 trillion, including capital

expenditures of NA (2003)

Public debt: 62.4% of GDP (2003)

Agriculture - wheat, corn, other grains, fruits, vegetables, cotton;

products: beef, pork, poultry, dairy products; forest products;

fish

Industries: leading industrial power in the world, highly

diversified and technologically advanced;

petroleum, steel, motor vehicles, aerospace,

telecommunications, chemicals, electronics, food

processing, consumer goods, lumber, mining

Industrial production 0.3% (2003 est.)  
growth rate:

Electricity - 3.719 trillion kWh (2001)  
production:

Electricity - 3.602 trillion kWh (2001)  
consumption:

Electricity - exports: 18.17 billion kWh (2001)

Electricity - imports: 38.48 billion kWh (2001)

Oil - production: 8.054 million bbl/day (2001 est.)

Oil - consumption: 19.65 million bbl/day (2001 est.)

Oil – exports: NA (2001)

Oil – imports: NA (2001)

Oil – proved 22.45 billion bbl (1 January 2002)  
reserves:

Natural gas - 548.1 billion cu m (2001 est.)  
production:

Natural gas - 640.9 billion cu m (2001 est.)  
consumption:

Natural gas - 11.16 billion cu m (2001 est.)  
exports:

Natural gas - 114.1 billion cu m (2001 est.)  
imports:

Natural gas - proved 5.195 trillion cu m (1 January 2002)  
reserves:

Exports: \$714.5 billion f.o.b. (2003 est.)

Imports: \$1.26 trillion f.o.b. (2003 est.)

Currency: US dollar (USD)

Currency code: USD

Exchange rates: British pounds per US dollar - 0.6139 (2003),

0.6661 (2002), 0.6944 (2001), 0.6596 (2000),  
0.6180 (1999), Canadian dollars per US dollar -  
1.4045 (2003), 1.5693 (2002), 1.5488 (2001),  
1.4851 (2000), 1.4857 (1999), Japanese yen per US  
dollar - 116.08 (2003), 125.39 (2002), 121.53  
(2001), 107.77 (2000), 113.91 (1999), euros per US  
dollar - 0.8866 (2003), 1.0626 (2002), 1.1175  
(2001), 1.08540 (2000), 0.93863 (1999)

Fiscal year: 1 October - 30 September

**Table (6):** Economic Statistics in USA

**Source:** The World Factbook .19 October, 2004

**A-II-15-3- Factors of Prosperity**

The USA has a mixed economy: capitalist and socialist economies. This is mainly due to the significant role that both private enterprises and government play.

The USA becomes the first economic force in the world for its natural resources and labour force quality. Its minerals, fertile soils, adequate climate, rivers and lakes network are exploited as effectively as possible. In the other hand, is considered as the basic ingredient of a country's economic success. As a result, the quality of labour is given a great importance today.

USINFO publications (2004) maintained that:

"Today Americans consider "human capital" a key to success in numerous modern, high technology industries. As a result, government leaders and business officials increasingly stress the importance of education and training to develop works with the kind of nimble minds and adaptable skills needed in new industries such as computers and telecommunication"

#### **A-II-15-4- The Role of the Government**

The federal government intervenes directly and indirectly in controlling the US economy. It aims at achieving four main roles ( ibid):

-Stabilization and growth: the US federal government attempt to manage the economic activities through achieving continuous business growth, increasing employment and stabilizing prices. Since the “New Deal”, the federal government has diversified its interventions.

- Regulation and control: private enterprises are regulated by the federal government through two main ways: economic regulation antitrust law.

The main duty of economic regulation is controlling prices. Whereas, the antitrust law encourages market competition and prohibit illegal competition limits.

Also, the government controls the social side of private enterprises such as social safety, protected environment, controlled water and air pollution.

-Direct services: federal, state, and local government ensure various direct services. The federal provides national defense, research outcomes that serve at evolving product's quality, operates space exploration, and develop workplace skill through different programs.

In the other hand, state governments are mainly concerned with financing public schools and constructing most highways. Whereas security and fire protection are the in duties of the local government.

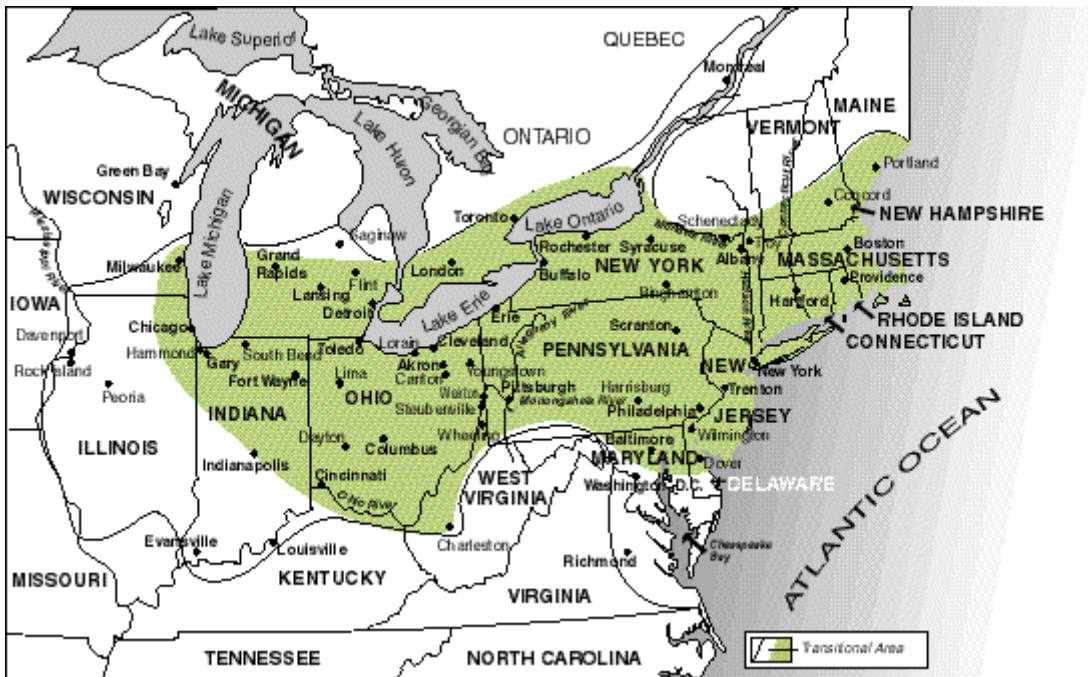
-Direct assistance: direct assistance provides low-interest loans for small business, students who are not able to attend college, mentally ill or who suffer from severe disabilities and low income families. For those individuals many social programs have been devoted for their support like, Medicare, Medicaid, and Social Security programs.

### **A-II-15-5-Foreign Trade**

At the beginning of the country's history, concentration was mainly on domestic economy, but after the WWII the USA coordinated with the world economic system for two reasons: developing its economic interests and establishing a new relationship with nations based on cooperation and peace.

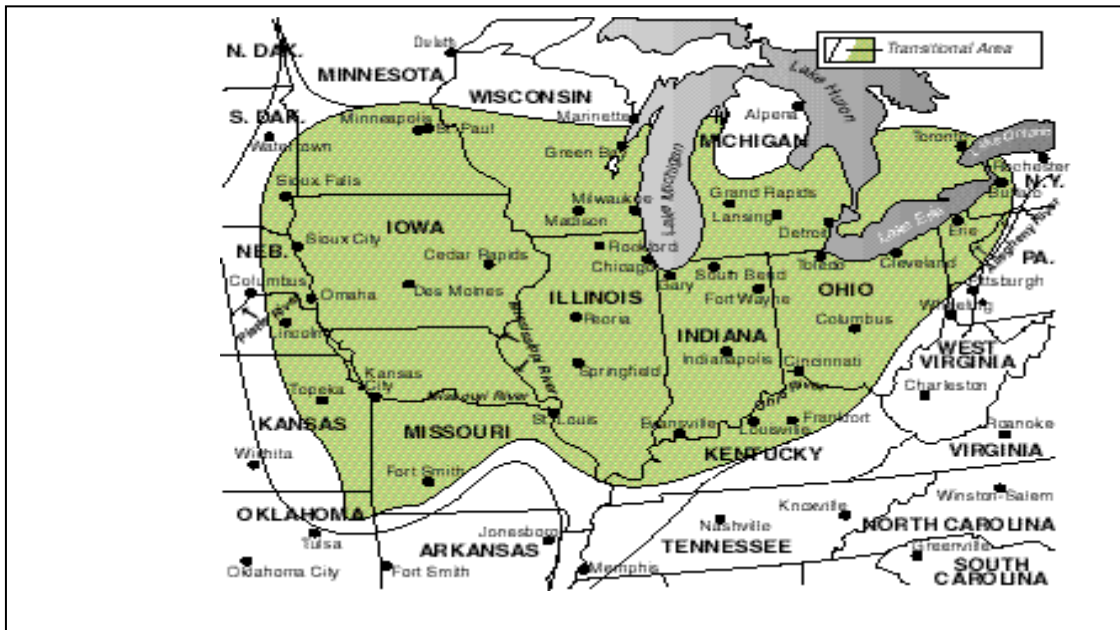
In 1948, the GATT ( General Agreement on Tariffs and Trade), created within the US to encourage free trade between nations by reducing tariffs, subsidies, quotas, and regulations that discriminate against imported products. The GATT sponsored many rounds of multilateral trade negotiations such as the Uruguay Round. (Encarta Encyclopedia CD 2004)

By another way, in January 1994, the US advanced in trade liberalization and ratified the NAFTA (North American Trade Agreement). A trade agreement that linked two high-industrialized countries; the US and Canada to a developing one (Mexico). The GATT created a free market of 375 million people, with a 30% of the world's GDP. (The World Fact Book 2004)



**Map 4:** The Manufacturing Core of the United States

**Source:** An Outline of American Geography



**Map 5:** The Agricultural Core of the United States

**Source:** An Outline of American Geography

### **A-II-15-6- The Workforce and the Workplace**

Today, the US workforce is about 140 million, increasing by 2% each year (The world Fact Book 2004). Its main characteristics, Powels (2002) noted:

"It is an aging population, it is more and more diversified both ethnically and racially; it is becoming increasingly female" (p.107)

Indeed, the US workforce is an aging one, its average age is 36 that is expected to reach 40 in 2010. minorities represent about 20% of the workforce today. Women represent 46% three fifths of all new entrants in the workplace.

Americans are hard workers. Their average work week is around 42 and 45 hours for full-time worker and up to 60 hours in hi-tech companies. They have only two weeks off a year.

In the 1990's, Great American Job Machine, created over 20 million new jobs and decreased unemployment to a minimum. At that time workplace was very dynamic as Pauwels (2002) claimed:

"This dynamism was due the confidence in the economy as well as to the flexibility of the American job market, and to the mobility of Americans who change jobs very easily, and quite often" (p.108)

### **A-II-15-7- Unemployment and Contingency Work**

According to the US News Online, October 2000, two main important factors contribute in creating unemployment in the USA nowadays: workplace instability and job market flexibility.



In workplace, each month 2% of Americans loose their jobs, it has become less stable than in the past. Job market is very flexible and workers are less protected by labour legislation, no one is immune from being firing today.

Meanwhile, part-time workers have created a much more flexible workplace in the past 20 years (52% part-time versus 14 full-time workers). Most of these jobs are run by women, found in service sector. Usually, part-time worker is unpaid, unstable, and with a few long-term advantages or career prospects.

### **A-II-15-8-Labour Unions**

Until the New Deal, unions had no legal recognition in the USA. In response, workers formed organizations with national scope. In the Knights of Labour, in the 19<sup>th</sup> century, marked the first attempt at mass organization. Knights movement collapsed when they were portrayed as dangerous radicals. In 1885, Samuel Gompers created the American Federation of Labour (AFL) which recruited skilled workers and gave its impetus to modern unionism. Later, in 1935, tensions with (AFL) between skilled craftsmen and industrial workers led to founding of a new labour organization. Congress Industrial Organization (CIO) gave unions legal recognition and legitimate power through several acts such as The National Labour Act 1935, Fair Labour Standards Act 1938, Labour Management Reporting and Disclosure Act 1959...etc.

Until the late 1970, unions in the US were relatively well-organized, powerful, and managed to negotiate high wages for their members. In recent decades, union membership has dropped due to the doctrine of heavy industries and the steady replacement of “blue-collar”, workers by automation. (World Factbook 2004).

In this changing environment, unions may have a future if they can meet the demands of the new workforce, and adapt to the flexibility of service jobs.

## **Conclusion :**

In this foregoing chapter we have come up with the syllabus that our learners in the English Department of Biskra are supposed to learn. Aspects such as history, geography, education, religion, language, population, mass media, economy, and foreign policy have been dealt with. We have concluded that some items should have been included in order to achieve the objectives already set by the syllabus designers. The things that need to be added are the American values of Manifest Destiny, American Dream and others which would certainly help our learners to understand more the United States.

### **III-Incorporation of American Civilization University Foreign Language Classrooms**

#### **Introduction**

Definitely, teaching American Civilization in the Algerian universities is a daunting task for both teachers and learners. Teachers feel that the learners need to know so much of information about the history and culture of the Americans. While, the learners feel strongly that miscellaneous dates and events frustrate their progression. Moreover, they find themselves unable to answer effectively in the exams. The question that may be raised here is why is this misunderstanding between the two major agents in the teaching process?

In the foregoing chapter, we have gone to some length to the proposed syllabus in the three years in which American civilization represents one of the major modules in the Algerian English departments.

In this chapter, we are looking forward to highlighting the teaching of American civilization courses and the methodology of teaching such important module all the more trying to verify two main objectives. Our first objective is to provide an overview on the teaching of American civilization courses in Biskra university and in most Algerian universities for that matter ( time allotment, class size, staff...). Our second objective is to check whether the teaching realities are pertinent to achieving the curriculum goals.

### **III- The Organizational Teaching of American Civilization**

#### **III- 1-1- Year of Incorporation:**

It should be mentioned from the very beginning what we mean by year of incorporation, is the year in which the learners attend American civilization courses and not the year in which American civilization is incorporated in the curriculum.

University learners throughout Algeria start studying American civilization in their second year or in other words in their third semester. As mentioned before this new module is considered by the English department staff as a major module as it is labeled a specialty module, for a magister contest arranged often in these departments. Besides this module learners go through another civilization which is somehow in connection with American civilization. This time, it is the British civilization course. Yet other modules such as American literature are also to the former. Learners undertake their studies in American civilization for the next two years.

#### **III-1-2- Time Allotment:**

Both lectures and practices share the same timing. Throughout Algerian department of English, the pedagogic session lasts one hour and a half. As far as American civilization lectures are concerned, they take place once a week for 90 minutes. The overall timing of this module is about 40 hours in the academic year. A simple mathematical operation reveals that ideally Algerian learners of English seat some 120 hours in the sixth semester, they are supposed to study 21 themes. With another arithmetic operation learners are exposed to about five lectures in each semester that means one lecture per month. It is not worth to say that these American civilization sessions are devoted mainly to lectures not to practicals, despite the fact that a good number of teachers require their learners to do extensive readings.

### **III-1-3- Class size:**

Class size is taken to mean the number of learners supposedly attending regularly. Generally our classes are fairly large. They are organized into groups of 30 learners or more. This estimation is not exhaustive, for some universities and departments may be crowded, especially if the provinces are populated and the neighbouring universities cannot share in appeasing the overcrowded of the classes. Moreover, we need to mention that American civilization lectures are delivered in amphitheaters where learners are organized into sections of 3 to 4 groups. Attendance is not regular-it may be estimated of 1/3 of the section might skip sessions.

Concerning learners, they are both new redoing the year, and they are of mixed ability nature. Most learners have some degree of impairment in the English language. This is understandably due to the orientation in the aftermath of the *BAC* exam. The criteria of selection in the admittance of the learners to the English departments is very much through their marks in the *BAC*. We judge it necessary to say that Algerian learners in their majority study English as a foreign language three hours a week in the lycées through a random curriculum and through supposedly communicative approach.

The come into all, American civilization courses with drastic deficiencies in the various levels of the English language. This is obviously frustrating the university teachers who take it for granted that their learners can manage to understand their specialized jargon.

### **III-1-4-Staff:**

One feature that characterizes most English departments across the country is the deficiency in the teaching staff. On account of this both "associé" and "vacataire" teachers are called for to fill the lack of staff particularly when it comes to specialty modules. In the English department of Biskra learners may count themselves lucky since most of the teachers of

American civilization have earned their magister at some time in their career. Their lectures are delivered by about 7 to 8 teachers that makes 14.54% of the total English staff of the English department of Biskra. In the universities we may imagine a higher percentage particularly the old and renowned universities such as Algiers, Constantine, Annaba...etc. despite its recent establishment, the English department of Biskra is looking forward to recruiting a PH.D teachers or train its own PG learners in American civilization.

### **III-2- Content of American Civilization Module:**

#### **III-2-1- Objectives of American Civilization Module:**

Starting ones objectives or of utmost importance if any course is to be successful. Definitely stated, the more the objectives are clear and realizable the more successful the course is. All the teachers we spoke to, have some kind of objectives from teaching American civilization. This is due to mainly to the absence of the statement of the objectives on the curriculum (i.e. the official curriculum). Some teachers claim that their objectives from teaching American civilization to Algerian learners both in Biskra and Batna universities is to enable her sophomore learners to discover the historical, social, and the psychological development of an American. The idea behind such a statement is to hedge the idealized image that most people conceive of the well off Americans.

Also the unstructured interview with the a aforementioned teacher reveals that she intends her learners personal growth rather that memorization and information.

In the following section we shall be exposing the different objectives that we have cautioned I clear and definite wording:

## **Second year**

By the end of the academic year, learners will be able to:

- Identify the age of discovery and settlements of what is now the United States of America by the European settlers, and particularly the British and their abrupt contact with the American landscape.
- Recognize the direct and indirect reasons that led to the independence of the American nation from the British Monarchy and all the events that marked the post-independence America.

## **Third year:**

The objectives of the third year is to enable learners by the end of the academic year to get to know the steps which led to the emergence of Modern America (political, industrial, cultural, social...)

## **Fourth year:**

It is a double objective since the fourth year learners are meant to be acquainted with the US political institutions and their interaction in designing domestic and foreign policies.

In addition, they are required to identify and analyze the American imperialism and its impact on their own region.

## **III-2-2-American Civilization Syllabus**

### **Semester three: Age of discovery and settlements**

- Outline of American geography
- Original inhabitants
- Colonization of the new world
- Life in the colonies

### **Semester four: The British-American nation**

- A critical approach
- Growth of disconnect
- American Revolution
- From the Articles of Confederation to the Constitution
- Political enemy of slavery
- The Civil War
- Reconstruction

### **Semester five: Emergence of modern America**

- Industrial America (Robber Barons and the rise labour movement)
- Immigration
- Culture in industrialized America
- American between the two World Wars (WWI-roaring twenties and hungry thirties-the Depression)

Semester six: US political institutions



- The three branches of the federal government
- The states
- Political parties

### **Semester seven: American imperialism**

- Problems of American minorities
- The mass media
- Mass culture, Elitist culture and counter culture.

### **III-2-3- Strategies and Techniques for Teaching American Civilization**

Many teachers use various strategies to achieve their goals such as developing learners' personal growth, memorization and information through various means like extra readings among others handouts, dictation, taking notes, open discussions, research papers and lectures. It has been noticed that audio visual aids have been so far ignored in our classes. Teachers are urged to bring these aids into their classrooms to raise interest and fight boredom and clichés.

### **III-2-4- Evaluation and Typology of Exam Papers:**

Different teachers formulate different kinds of questions to evaluate their learners on the content of the American civilization module. It is a common knowledge that most teachers rely heavily on synthetical questions that are couched in two types of formulations: either they are some sorts

			Nb of topics	Optional	Compulsory	Type
Second year	Term I	Rezig	05	03	02	Synthetical/analitical/w.h.questions
		Temagoult	02	01	01	Synthetical
	Term II	Segueni	03	00	03	Defining/ Analytical
		Temagoult	02	01	01	Synthetical
Third year	Term I	Bouhidel	05	00	05	Analytical
		Rezig	10	00	10	Aanalytical
	Term II	Bouhidel	10	00	10	Analitical/synthetical
		Rezig	01	00	01	Synthetical
Fourth year	Term I	Temagoult	02	01	01	Synthtical
		Temagoult	03	02	01	Analytical/synthetical
	Term II	Temagoult	01	00	01	Synthetical
		Temagoult	02	01	01	Analitical

**Table (7)** : Evaluation and Typology of Exam Papers

### **Conclusion**

In this chapter we have attempted to highlight the teaching-learning process of American civilization courses in our department. Throughout our description of the organizational teaching of American civilization , we have some points to highlight. Concerning the time allotted to these courses, we can say that American civilization sessions are devoted mainly to lectures not to practicals. Our suggestion is to devote more time to practical sessions and require our learners to do extensive readings. We also suggest to state the objectives of these courses on the official curriculum to enable teachers to succeed in preparing and presenting their courses because the more the objectives are clear and realizable the more successful the course is. Furthermore, despite their usefulness in teaching such modules, visual aids are totally ignored in our department. We propose to introduce such important authentic material in our teaching of American civilization.

**Part B:**  
**Field Work**

## **Procedures for Analyzing Data:**

### **The questionnaire:**

We have the questionnaire as a tool to investigate and check learners opinions concerning the topic under work, which deals with American civilization courses and their effects on learners attitudes, perceptions, behaviour.

One of the objectives of the questionnaire is to probe learners 'attitude toward the different aspects of the American civilization module. A total number of 96 students have participated in this study and they are divided as follows: 33 students from the second year, 30 students from the third year, and 33 students from the fourth years at the University of Biskra. A 17-item questionnaire was developed to collect data on the subject, consisting of close questions and a form of an opinionnaire that may help our students to express themselves freely and give opinions wherever necessary.

Teacher's questionnaire, containing 14 items, was assigned to the population of only 11 teachers; most of them are novices. A sample of both questionnaires would be found in the appendix.



	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	78.78 %	80 %	81.81%
<b>No</b>	21.21 %	20 %	18.18 %

**Table (9):** Learners' distinction Between Civilization and Culture

78.78 % of second year, 80% of third year, and 81.81 % of fourth year learners tend to make a difference between the concepts civilization and culture. Thus the ways in which they differ are said to be in terms of content and inclusion, in that civilization is broader than culture. Yet, the logical and accurate interpretation to this respect is that culture is an integral component of civilization and both concepts are thought to be complementary.

However, the remaining learners, of the population involved, have answered “No” for the difference between civilization and history

In our view, we think that the learners, who went for a negative answer, did not make a clear cut between the two concepts, and they conceived them as a single element.

In short, the high proportions of learners who adopted a positive extreme of the opinion, at the three levels, represented strongly the sheer difference between civilization and culture.

**Item three:**

Is it important for a teacher of American civilization to be acquainted with its culture?

Yes

No

Why?

Item three is concerned with getting learners’ opinion concerning the importance of the acquaintance with American culture.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	75.75 %	76.66%	84.84 %
<b>No</b>	24.24 %	23.33 %	15.15 %

**Table (10):** Importance of Teacher's acquaintance with American Culture

Among the population involved in the study, 75.75 % of second year, 76.66 % of third year, and 84.84 % of fourth year learners agreed with the convenience and correctness of this idea.

Their commonly-shared explanations go for the fact that teaching American civilization is not an easy task to be carried by whoever teacher. Yet, it should be fulfilled by well-experienced ones who have been familiar with the American environment and its culture. This will help them to create a positive teaching-learning process, and finding out interest in the module.

Now, the other extreme of answers, which represent, 24.24 % of second year, 23.23 % of third year, and 15.15 % of fourth year who are against this importance. The majority of learners who negatively answered the question, did not care about the teacher's acquaintance with American culture. They think that teaching American civilization is only concerned with giving information about events, names, dates, and history. So, teachers do not need to be familiar with American culture and institutions.

**Item four:**

As a foreign language learner, do you appreciate the American civilization courses?

Yes

No

If 'Yes', is it because of :

- a- The nature of the courses
- b- The teacher's method

c- Mass media

Consecutively, however, item four deals mainly with learners' attitudes toward the US civilization module, and their reasons if they appreciate it.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	60.60 %	93.33 %	100 %
<b>No</b>	39.39 %	06.66 %	0 %

**Table (11):** Learners' appreciation of the American Civilization Module

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>The nature of the courses</b>	15.15 %	30 %	30.30 %
<b>The teacher's method</b>	09.09 %	06.66%	15.15 %
<b>Mass media</b>	75.75 %	63.33 %	54.54 %

**Table (12):** Reasons of Appreciation

We have found that a high proportion from the population involved have positively responded to this item, as has been intimated before.

For most learners, mass media play a significant role in their appreciation, especially for second year students, who study this module for the first time, and have a previous knowledge gained from them. But less consideration was given to the nature of the courses and the teacher's procedures by the learners at the levels. We distinguished that the three factors contribute in creating interest among learners toward the US civilization module but with different scales.

**Item five:**

Do you attend American civilization courses:



usually  sometimes  rarely  never

Item five, however, is closely related to the previous one in that both are concerned with learners' attitudes toward the courses.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Usually</b>	78.78 %	76.66%	87.87%
<b>Sometimes</b>	21.21 %	23.33%	12.12%
<b>Rarely</b>	0 %	0 %	0 %
<b>Never</b>	0 %	0 %	0 %

**Table (13):** Attendance to American Civilization Courses

The results here clearly show that most of learners in our department, give a great importance to this module. The amount of 78.78 % of second year, 76.76 % or third year, and 87.87 % of fourth year usually attend the courses. The remark that we can mention here, is that students in such kinds of courses (civilization, literature, linguistics...) are taught as lectures not as TD (*Travaux Dirigés*) so learners are free to not attend without the fear of being considered as absent.

Also, a remarkable proportion asserted that their attendance is not usual, but sometimes. These results are really significant for our study, they have emphasized to what extent our learners are attracted and interested in those courses.

**Item six:**

Do you prefer::

American civilization

British civilization

Why?

This item mainly required to see our learners' reasons for appreciation the US civilization module comparing to British civilization one. The results were as follows:

	Second year	Third year	Fourth year
American civilization	60.60 %	93.33 %	100 %
British civilization	39.39 %	06.66 %	0 %

**Table (14):** American Civilization vs. British Civilization

As far as comparison between American civilization courses and British one is concerned, the majority of the respondents from the second and third year have ticked the box of American civilization. Whereas, all the population involved in the fourth year prefer the US civilization module rather than the English one.

Here are some of their supporting reasons:

- “I admire the USA, the nation of diversity and land of dreams. The British one does not attracts me”;
- “The United States is the master of the world, and I find myself eager to know everything about its history and culture”;
- “ The British civilization does not have something special in its aspects, whereas the USA is more attractive and full of events”;
- “ The British culture has no impact on the world, but the USA in influencing our life, future, and almost every aspect of daily life”;

- “ the British civilization is complex especially in its history, while the American one, I find it more flexible and worthier to study”.

The remaining proportions maintained that they find the British civilization more interesting than the American one, as it is the origin of the English language, and more complicated thus it requires a better understanding of its history.

**Item seven:**

Do you have difficulties when exposed to American civilization courses?

Yes

No

Why?

In this respect, learners had to show the different factors that hamper them from understanding the various aspects of the US civilization courses.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	63.63%	60 %	84.84%
<b>No</b>	36.36 %	40 %	15.15%

**Table (15):** Difficulties of the Module

Despite their appreciation and interest in this module, learners have some factors that can hamper the learning process. As the results shown above, at the three levels, learning claim about American civilization. But what kinds of claims?.

Some of them stated the following:

- “ Sometimes I get bored from the lecture, because the teacher always uses the same method”;
- “ We need more time to be allotted to the module because one hour and half a week in not sufficient to cover all the curriculum ”;

- “ I have difficulties when coming to analyze or discuss a topic during examinations”;
- “ I would like to study American civilization with movies or other authentic material that can break the weekly routine”;
- “I see that studying American civilization in an amphitheater is not fruitful, I prefer to study it in small groups”.
  
- “ I was excited to study American civilization but I did know that I am going to receive polycopies and learn them by heart”

On the one hand, the interpretation of this tendency, we think, that learners have mentioned many significant problems in studying American civilization.

The majority of second and third year learners, as they deal with the historical aspect, argued that their curriculum constitutes of heavy lectures that are not accompanied by some authentic materials that can facilitate the task for them.

Their responses also range between the nature of the courses which is purely narrative, with its accumulating details. Whereas, fourth year learners claimed about the lack of references, and supporting materials.

On the other hand, the other category of students is satisfied with the amount of knowledge they are gaining. They stated that the module only memorization of facts, events, dates, and biographies.

**Item eight:**

Will you be motivated to American civilization through authentic material?

Yes

No

If “Yes”, please explain their significance in your learning process.

Item eight, however, is showing to what extent learners are motivated to introduce some didactic aids in the American civilization classrooms, and their sheer importance for a better understanding.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	96.96 %	93.33 %	93.93 %
<b>No</b>	03.03%	06.66 %	06.66 %

**Table (16):** The Significance of Authentic Materials

Almost the whole population answered “Yes”, this considerable proportion might, we think, have an experience about the beneficial outcomes of authentic material in teaching English as a second language. They explain the significance in terms of interest, motivation, better understanding, and quick memorization. In theory, media has been introduced into schools because it is believed that they can have a positive effect on teaching and learning. By media, we mean all sorts of communication, such as prints, graphics, animation, audio, and motion pictures. We have chosen the following responses:

- “By using authentic materials, the lecture becomes more livelier”;
- “they facilitate learning and also memorization”;
- They are very interesting since they break the routine of usual classroom routine”;
- “ I become more attracted to the course than rather to a ordinary one”;
- “Through authentic materials, I feel that I live the events and situations”.

**Item nine:**

Do you have other sources of knowledge concerning American civilization?

Yes

No

If "Yes", how do they contribute in you learning process?

In what preceded, learners are supposed to state some sources of knowledge that have an effect on their learning process.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Yes</b>	90.90%	90 %	81.81 %
<b>No</b>	09.09%	10%	18.18 %

**Table (17):** Sources of Gaining Information

A considerable proportion of learners claimed that they get information about the United States, that might help them in the courses, from many sources. Most of them have mentioned mass media, as the first source of knowledge, including news, movies, documentaries, and internet. Learners also confirmed that they have benefited from watching TV channels, such as BBC, CNN, NBC, MBC2, MBC4...etc which diffuse very interesting programs that can simplify the task for them.

They reported that gaining information through watching American movies, whatever their types (historical, social, military, political...) is much more easier than reading a book. This traditional means—as they said—take a lot of time, and it is not effective because they might forget all what they have read through time. But, when following a TV program or a movie, treating any aspect of the US civilization and culture, learning and memorization, become much more faster and amusing.

Of less importance, the number of learners who said that they do not have any other source of knowledge, except the courses received in classrooms. Their view does not have, however, matter so much since the

majority could recognize the significant contribution of mass media in connecting them with American civilization.

**Item ten:**

To what extent do you prefer to use the American accent?

Always  So often  Sometimes  Rarely  Never

Why ?

Through our observation and dealing with learners, we have noticed that most of them are influenced by the American accent rather than the British one. In this item we aim at investigating the correctness of this idea.

	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>Always</b>	30.30 %	60%	87.87%
<b>So often</b>	51.51 %	33.33%	12.12%
<b>Sometimes</b>	18.18 %	06.66 %	0 %
<b>Rarely</b>	0 %	0 %	0 %
<b>Never</b>	0%	0%	0%

**Table (18):** Preference of Using American Accent

From the statistics gained above, we can see that our learners really admire the US accent, and they use it much more than the British. Their reasons were as follows:

- “ I prefer to speak with the American accent because is easier in both pronunciation and articulation”;
- “ I try to imitate Americans in their accent because I find it is a kind of prestige”;
- “ It a matter of habit, since we are daily exposed to it through the media”;

The inferred explanation of this positive answer is that learners prefer the American accent owing to its easiness, prestige, wide expansion, and also as a logical consequence of the usual exposure to mass media especially those which use the English language.

**Section two:**

**Item one:**

Do you think that the American system of education is successful?

Yes                       No                       Why?

In this we tried to know learners' points of view concerning the US educational system.

	Second year	Third year	Fourth year
Yes	60.60%	86.66 %	100 %
No	39.39%	13.33%	0 %

**Table (19):** Evaluation of American Educational System

Statistics show that almost the population shares the same opinion that is the United States has succeeded to provide a successful educational system for its learners.

According to second and third year students, the US learners are the luckiest ones in the world; they receive the most fruitful education in the world:

- “They are obliged to attend schools from early ages”.
- They are provided by school transportation throughout the country”.
- They receive courses from highly-trained specialists”.
- “They have the opportunity to develop their hobbies and interests such as sport, music, painting...”.



As has been intimated above, the majority of these students has a superficial idea about the US education. They have only mentioned the different opportunities that are provided by the state in order to maintain better learning, but no one has gone in deep details. Simply, because they have not yet taken a course in this aspect. So, all what they have as information is gained from other sources.

However, all of the fourth year learners, who have dealt with such a matter, gave a more detailed justifications. In addition to the points mentioned before, they pointed out that:

- “The American education is successful because it is a local matter; each state is free to establish its own system that fits learners’ needs, it is flexible”
- “ US learners are guided by specialists and counselors when coming to choose their specialties”
- “US education encourages creativity and innovation”
- “American high schools prepare their students for work and concentrate more on the practical side of the curriculum, not like the case of Algeria, in which most of the programs are purely theoretical”
- “Most US teachers tend to teach solving problems rather than memorizing facts”

Whereas, the remaining proportion who argued that the education in America is unsuccessful, might not have sufficient information, or they have chosen the negative answer to avoid justification.

### **Item two:**

What are your attitudes toward the American wars and foreign policy in the world?

Throughout our investigation, we remarked that the only point that push our learners to express their negative attitudes toward the USA is foreign policy.

The significant function of this open question is giving learners the opportunity to show us their perceptions as well as their awareness of the US foreign policy in the world. The remark that we can mention it here is that all the population involved in the study share the same negative attitudes. These attitudes were expressed as follows:

- “The United States is following illegal ways to satisfy its political and economic needs”
- “Bush’s administration is based on injustice, without doubt, he will lose his citizen’s loyalty, devotion, and support”
- I am strongly against the US foreign policy in the world, especially declaring war in Iraq and collaboration with Israel against Palestinians”
- I totally disagree with the American government’s policy because it tends to smash any country that may threat the US soils, either politically or economically, like the case of Iraq”
- “Since its discovery, the USA has never been colonized by any country, that is why Americans can never feel what an Iraqi citizen feels when seeing innocent people die day after day”

### **Item three:**

How do you see religion in the United States?

Nowadays, a noticeable change is happening in the US religious life. Many Americans are converting into Islam almost every day, this what we are seeing on TV channels through different programs. For example “A

Tripe With Cheikh Hamza Youssef”, broadcasted on MBC1, a religious series of thirty episodes, that encourages people in the USA of different races, to convert into Islam. Cheikh Hamza Youssef succeed to reach his goal with many Americans during a few time. Let us know what our learners know about the religious aspect in the US society at the three years. It’s obvious that neither second nor third year have studied religion in America, but these were their replies:

- “I think that Americans have a total freedom in choosing their religions”
- “Each religious group is respected in the USA, but not in all cases”
- “I do not have any idea about religion in the US country, but I suppose that there are different religious groups because it contains people from different races”
- “Americans assume that anyone is free to practice his religion in their country, but in reality there are some religious groups that are suffering from persecution, racism, and violence”

As they already have courses in religion, fourth year learners agree on the following statements:

- “As there is a separation between religion and government the USA did not give importance to religious groups, but nowadays it cares about this matter, especially many Americans are converting into Islam very easily due to the manner it is presented and explained to them”
- “I think that Islam is leaking among American people and it may cause a great change in the USA”

#### **Item four:**

Do you like to work for an American oil company in Hassi Messaoud?

Yes

No

Why?

During the first meeting, teachers in our department used to ask learners such kinds of questions: why have you chosen to study the English language? What are your reasons behind studying the English language? Are you going to teach English after graduation?...etc

We asked some teachers to have a look at learners' answers and we found that most of them are studying English for job's conditions in foreign companies especially American oil companies in the South of Algeria (Hassi Messaoud, Illizi, Hassi Ramel...). This what leads us to know to what extent learners have both information about the US economy and the tendency to work with American people in Algeria.

These are some of the results of the of the question:

	Second year	Third year	Fourth year
Yes	78.78%	66.66 %	90.90 %
No	21.21%	43.33%	09.09%

**Table (20):** Working For American Oil Companies in Algeria

Second and third year learners' justifications for working at American oil companies, such as those found in Hassi Messaoud, varied from one to another. But they have agreed with certain points, for instance:

- “The US economy is highly developed, and I have the honor to show my abilities, ideas, and experience with such a nation”
- “Americans are hard workers, they respect their jobs, and respect those who respect their jobs”
- “I wish I have a job at American companies in Algeria because they pay high salaries”

- “I want to learn from them some work conditions that are not found in our work culture like, punctuality, strictness, and persistence”
- “Americans are creative and innovative people, and I wish I have the opportunity to learn from their experience”

Fourth year learners added some other reasons:

- “ The US economic system gives much more importance to salaries and working conditions
- “Vacation time is respected by Americans employers”
- “In US companies throughout the world provide security provision for their employees”
- “US employers care about their employees’ health through providing basic health insurance”

The minority of learners reported that they have no tendency to work in such companies, all of them were girls. They said that they have cautions towards foreign companies in Algeria. They think that women are not taken seriously, and are directed towards less demanding jobs when they start a family. Also, it is hard for women to live far from their family and adapt living among a great number of men.

**Item five:**

What are your attitudes toward the USA concerning:

- Its democracy and freedom
- Its support for Israel
- Its values and way of thinking
- Its effects on the economy and lives of Middle Eastern countries
- Its economic and military power
- Its war against Iraq

Briefly we attempted to know learners' attitudes toward the US country through different points like, foreign policy, culture, economy, society, and military.

	Positive attitude			Negative attitude		
	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Its democracy and freedom	45.45%	63.33%	93.93%	54.54%	36.66%	06.06%
Its support for Israel	0%	0%	0%	100%	100%	100%
Its values and way of thinking	54.54%	73.33%	87.87%	45.45%	26.66%	12.12%
Its effects on the economy and lives of middle eastern countries	27.27%	36.66%	78.78%	72.72%	63.33%	21.21%
Its economic and military power	36.36%	76.76%	87.87%	33.33%	20.33%	12.12%
Its war against Iraq	0%	0%	0%	100%	100%	100%

**Table (21):** Negative or Positive Attitudes Toward the United States?

From the statistics stated above, we notice that the only two points that all learners have totally negative attitudes are part of the US foreign affairs in the world, which are supporting Israel against Palestinians and declaring war in Iraq.

But our aim here is to compare the results at the three levels. In all cases, proportions were emanating from the second year to the fourth year. This mainly due to the effects of American civilization courses on learners' perceptions of the US country during the three years. For example, in the first case, 45.45% of second year learners have a negative point of view. Of course, because they do not have yet enough information about this respect, they have only some ideas that can be ambiguous and in most cases wrong. While, 93.93% of fourth year learner support democracy and freedom in America. Besides, the information grasped from their studies, they become

more attracted to the US civilization and culture. Concerning third year learners are bridging the gap between these two categories. Their proportions of the same case, was 63.63%, that is higher than the one of the second year. This what supports our hypothesis, i.e. learners tend to change more concerned with the module throughout the three years. This effect is clearly described through the results mentioned before.

**Item six:**

What are the main adjectives that you can use to describe an American ?

It is said that a nation's success is based on its nation's characters. We found that learners consider the USA as the world's leader in all fields. But, how do they see Americans? Do they see them as an entity with their nation or as a separate unit?

Many adjectives have been stated about the American character. The most circulated ones are:

- Dynamic, self-reliant, optimistic, generous, hard-workers, adventurous, creative, innovative, ambitious, sociable, open-minded, and fat.

Others have mentioned:

- Violent, racist, egoist, atheist, drug-addicted, criminals, materialistic, terrorist, and frivolous

American character has been seen from two different angles. Some have shown its best qualities, others have shown its flaws, both in behaviour and way of life.

**Section three:**

Section three is a kind of an oppinionaire. It states learners’ opinions about some personal points concerning the US country.

	Yes			No		
	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	2 <sup>nd</sup> year	3 <sup>r</sup> year	4 <sup>th</sup> year
Would you like to immigrate to the US?	84.84%	90%	93.93%	15.15%	10%	06.06%
Do you appreciate the US fashion?	78.78%	86.86%	87.87%	21.21%	13.33%	12.12%
Do you appreciate the US music?	60.60%	70%	75.75%	39.39%	30%	24.24%
Do you appreciate the US media?	87.87%	93.93%	96.96%	12.12%	06.66%	03.03%
Do you appreciate the US culture?	45.45%	66.66%	93.93%	54.54%	43.33%	06.06%
Do you support American products like, coca cola, IBM, jeans, and cars?	60.60%	73.33%	90.90%	39.39%	26.66%	09.09%
Would you like to be a typical American?	36.36%	60 %	60.60%	33.33%	40 %	39.39%

**Table (22): Other Attitudes**



**Teachers' questionnaire:**

**Section one:**

**Item one:** Teachers' General Information

Sex		Degree		
Male	Female	B.A	M.A	P.H.D
07	04	06	05	00
Field experience		Teacher's status		
Less than 10 years	More than 10 years	Full-time teacher	Part-time teacher	
06	05	06	05	

**Table (23):** Teachers' General Information

**Item two:**

Do you believe that teaching *civilization* differ from teaching *culture*?

Yes

No

Why?

YES	100%
NO	0%

**Table (24):** Teaching Civilization vs. Teaching Culture

According to Mc Leod (1976):

“By teaching civilization...one is inevitably teaching culture implicitly” (p.217)

Obviously, teaching a foreign civilization should automatically presuppose immersion in the foreign culture, in so far as these two, civilization and culture, go hand in hand.

In this item, the amount of 100% of the teachers agreed that civilization and culture are from the start inseparably connected. They said that there is a steady relationship between teaching civilization and teaching culture. Culture should constitute an integral part of the target civilization curriculum. Also, they added, incorporating culture in teaching a foreign civilization increases learners' cultural awareness, and develops their curiosity toward the target civilization, and helps them to make comparison between home culture and foreign one.

**Item three:**

Is it important for foreign language learners to study the civilization of the language being studied?

Yes

No

Why?

YES	100%
NO	0%

**Table (25):** Importance of Studying Civilisation

Durenti (1997) pointed out:

“Language cannot exist in a vacuum; one should make so bold as to maintain that there is a kind of transfusion at work between language and civilization” (p.28)

The question that comes to our minds is, why should civilization be taught in foreign language classrooms?, and is there any relationship between language and civilization.

Our teachers agreed with Duranti's view and indicated that language and civilization are interrelated. One cannot study a language without noting the civilization of the people who use the language natively; civilization is an inevitable part of this process. Furthermore, they maintained teaching a foreign language in not only giving syntactic structures or learning new vocabulary and expressions but rather incorporating some aspects of civilization, especially culture, which is intertwined with language itself.

**Item four:**

From your experience, do you think that learners are motivated to study American civilization rather than other courses?

Yes

No

If "Yes", what could be the reasons?

YES	100%
NO	0%

**Table (26):** Reasons of Motivation

Most teachers agreed that the majority of learners in the department of English studies at the university of Biskra show more motivation toward the US civilization courses rather than toward other courses. In their views, this mainly refers to many reasons, among them:

-American civilization courses are more attractive than the other modules, for example British civilization.

-The US is perceived as a superpower nation in economy, politics, military, and culture; it merits to be studied.

- The expansion of American culture and way of life through movies, internet, news, documentaries ...etc.
- The US advertisement and its influence on our society's consumption (coca-cola, Levis, Nike, hamburger, automobile...etc.
- American music (country) and sport (basketball) also contribute in attracting learners' attention to show interest in American civilization.

In a word, mass media and advertisement used in exporting American way of life, as well as being such a superpower nation in all fields contribute to attract our learners to American civilization more than it was expected.

**Item five:**

Do you think that cultural aspects of American civilization set up barriers in the teaching-learning process?

Yes

No

Why?

YES	63.63%
NO	36.36%

**Table (27):** American Cultural Aspects' barriers

63.63% of teachers noted that both teaching and studying American civilization is not as easy as it is thought. First, being a non-native speaker of the target language complicates the task for them. Because in addition to presenting information about the US history, economy, politics and other aspects, teachers should allow their learners to increase their knowledge about the US in terms of people's way of life, values, attitudes, and beliefs, which is not an easy task. Second, American civilization teachers should be American culture teachers, having the ability to experience , compare, and analyse both Algerian culture and American culture. They also have to have

the ability to deal with and convey the different aspects of culture such as gestures, body movements, and taboos.

The other proportion of teachers of 36.36%, have a different point of view. Their supporting reason was that conveying American cultural aspect needs only providing themselves with sufficient background information to enable learners to understand the cultural content that is presented. And what makes it easier, is that almost learners are becoming familiar with the US culture day after day, through their use of the mass media.

**Item SIX:**

Do you think in terms of objectives when teaching?

Yes

No

If “Yes”, what are they?

YES	54.54%
NO	45.45%

**Table (28):** Objectives of Teaching American Civilization

One comes to believe that this item is quiet relevant. Its relevance, to the study at hand, lies in that it is being one of the most important questions to be raised for American civilization teachers in our department. In this respect, 54.54% give positive response to the thinking of objectives, when teaching. They confirm that they teach American civilization courses with a set of objectives in mind, aiming at stimulating learners interest in those courses, and to help distinguish their significance to the English language.

Again, learners should develop knowledge of and about the US nation, including physical environment, history, political development and institutions. Also, learners have to develop an awareness of, and sensibility

toward the effects of the values and attitudes of the US people on their country whose language is being studied.

These goals remain desirable for the remaining part-time teachers, who honestly, admitted that they do not think in terms of objectives when teaching. Their only task is gathering information, presenting them, and asking for feedback the day of the exam. So, they have to show more interest to their tasks, especially those related to civilization.

**Item seven:**

How do you proceed in your teaching of American civilization courses?

Most learners of English, in our department, at the three levels, complain about the traditional way of teaching American civilization that may decrease their excitement and interest toward the module.

Carol. J (1985) reported:

“Visual aids are useful to the language teacher by helping him create situations which are outside the classroom walls, by helping him introduce the students to unfamiliar cultural aspects, by helping him change situations easily and by helping him provide decoration of the classroom which is a motivating device to positive learning”  
(p.26)

Here, teachers are asked to mention their commonly used materials and supports in American civilization teaching.

Unfortunately, all teachers admitted that their commonly used procedure is providing learners with photocopies. These photocopies contain the main points of the course. They can be a teacher’s own effort in term of preparation (information selection, summary, analysis...) or simply photocopied from certain books which discuss the subject matter.

Some of teachers conveyed that they assign research papers to their students, in which they introduce by themselves some didactic aids such as maps, movies, pictures, and overhead projector.

In short, teachers have to help their learners to increase their motivation toward American civilization courses, by providing materials, devices, supports, and conditions for positive learning. Their main function is investing more effort in term of motivation by making the topic more interesting than before.

**Item eight:**

Do you believe that being interested in the American civilization module can affect learners' attitudes towards the United States?

Yes

No

How would you account for it?

YES	100%
NO	0%

**Table (29):** Effects of American Civilization Courses on Learners' attitudes

In considering responses to this question, it is found that all teachers think that being interested in and excited to know everything about the US nation is clearly seen in our classroom every year. This interest is always expressed in their permanent assistance to the courses, as well as, their open discussions which in most times go beyond the topic being studied. Usually, they added, when being exposed to a new aspect, they start either asking questions for more explanation and clarification, or participating by giving information gained from previous knowledge.

By doing so, they either react positively or negatively toward this new element. But in most times, reactions and attitudes tend to be positive,, except for those related to foreign policy in the world, that are always the same, negative.

**Item nine:**

Do you think that mass media have an effect on learners attitudes toward the module?

Yes

No

If "Yes", please explain

YES	100%
NO	0%

**Table (30):** Media's effects

There is a close relationship between this item and item8, the idea is also about learners' attitudes to wards the Unite States, but in item 09 is through another means which is mass media

All teachers agreed that mass media have remarkable effects on our lives. Learners are daily exposed to American television, American movies, American music and American software that are so dominant and available every where. They can influence the tastes, lives, and aspirations of virtually every learner.The effects of American Civilization and especially American culture caused by mass media can be seen from different sides. First, in classrooms, learners prefer the US accent rather than the British one, and they use it frequently. This is due to their daily exposure to American programs. Second, most of them tend to be open-minded in dealing with different aspects of American civilization and culture, but with certain limits. They tend even to bring to classrooms, some American



cultural behaviours and manners. Third, they are very attracted to American fashion, music, sport, and production.

**Item ten:**

According to you, is it important for a teacher of American civilization to be natural toward the United States when teaching?

Yes                       No                       Why?

YES	100%
NO	0%

**Table (31):** Teachers' neutrality towards the United States

Item ten is a complementary idea of the two items eight and nine. Teachers are asked whether they have to be neutral toward the USA when teaching its civilization and culture.

All of them support this idea. They noted that teacher’s attitudes, ideas and values toward the US nation can affect the learning process and even learners’ attitudes, perceptions and thoughts toward America. They try to show civilization is made up? and how its members manage to achieve success to their country, avoiding all means that posit a specific way of seeing things either positively or negatively.

May be teachers desire to realize this condition, but most of the time they loose control and show clearly their bias which can affect learners positions and attitudes as Rivers (1968) noted:

“Teachers are not in the classroom to confirm the prejudices of their students nor to attack their deeply held convictions” (p.270)

**Item eleven:**

Do you notice more participation and excitement when discussing a topic that deals with:

- |                              |                          |          |
|------------------------------|--------------------------|----------|
| 1- US physical environment   | <input type="checkbox"/> | → 100%   |
| 2- US history                | <input type="checkbox"/> | → 18.18% |
| 3- US political institutions | <input type="checkbox"/> | → 100%   |
| 4- US economy                | <input type="checkbox"/> | → 72.72% |
| 5- US society                | <input type="checkbox"/> | → 90.90% |
| 6- US culture                | <input type="checkbox"/> | → 100%   |

Why?

This item mainly shows the most common aspects that attract learners in American civilization. 100% of teachers agreed that physical environment, politics and culture are the most attractive aspects for learners. They reveal their interest and motivation through opening discussions, asking questions, giving opinions, convincing peers, adding information, and illustrating by examples. In short they want to know every single detail of these two aspects.

Concerning history, they stated that it is the interesting aspect for learners. That is why we found that second year learners get bored from the curriculum from time to time, because they find it full of detail and lacks supporting materials that can change the situation.

**Item twelve:**

What are the advantages gaining from teaching American civilization?

Quiet clearly, teaching American civilization and culture seems very interesting and difficult at the same time. Many advantages have been stated. It allows teachers to know more and go deeper in its institutions through their continuing researches to prepare the designated courses. It always permits being contemporary with the current events that need both explanation and analysis. Moreover, it allows sharing ideas and attitudes with learners and work cooperatively to achieve their desirable goals through teaching and studying the US history, politics, economy, society, and culture.

**Item thirteen:**

Do you think that American civilization is taught effectively in our department?

Yes

No

If "No", what do you suggest?

YES	% 27.27
NO	%72.72

**Table (32):** Effectiveness of Teaching American Civilization in the Department

Responses to this question have taken both positive and negative extremes. A proportion of 72.72 % claimed that the US civilization module, like other foreign language modules, is not taught efficiently in the department of English studies. Hence, they suggested some possible ways through which a course can be taught efficiently. First, they suggest to provide learners with the necessary pedagogic sources and

documentation needed for the learning process. Second, to introduce new techniques and didactic mean to facilitate learning. Third, allotting more time to the module at the three levels. Fourth, giving students the opportunity for eventual proposals about the best ways to perceive messages.

The remaining proportion of 27.27%, believe that the US civilization and culture module's goals are efficiently achieved, and most learners are satisfied with the knowledge they gain every year. The interpretation of this view is that these teachers have been teaching the module for only a short period of time, hence, they do not have enough experience to help us in our investigation. They think that efficiency in a single course can be generated to the entire curriculum.

Another problem in our department is the lack of specialized teachers in American civilization. Almost the teachers who are teaching American civilization from the departure of our department in 1998 are not specialized in such options.

### **The Wrap up of the Questionnaire Results :**

- Learners make a distinction between the two concepts “Civilization” and “Culture”.
- Learner’ appreciation to the US civilization module increases from the second year to the fourth year.
- Learners prefer American civilization rather than the British one.
- Learners suggest introducing some didactic aids and supports in the module in order to break the weekly routine in classrooms.
- Learners are more affected by the American accent rather than the British.
- Learners have positive attitudes toward the US education, economy, religion, mass media, and culture, but they are totally against the US foreign policy in the world.

Teachers have also provided us by some valuable information concerning our learners vis-à-vis American Civilization. We found the following results:

- Teachers agreed that incorporating culture when teaching a foreign civilization is a significant factor in the learning process.
- Teachers supported the idea of teaching the civilization of the foreign language being studied.
- Teachers emphasized learners’ appreciation of American civilization courses, at the three levels.
- Teachers assumed that transmitting information about a non-native civilization and culture is not an easy task, especially for novices teachers.
- Teachers maintained that learners’ interest in the US module serves as forming positive attitudes towards the United States.

- Teachers pointed out that media have a positive effect on learners.
- Teachers claimed about the lack of documentation and pedagogical sources that can motivate more our learners toward the US civilization module.

## **Main Conclusions**

As a conclusion to our research, that deals with the effects of American civilization courses on the learners of the English department at Biskra university we conclude the following:

- Teachers and learners make a distinction between the two significant concepts civilization and culture.
- Learners in our department appreciate American Civilization courses and their interest increases from one year to the next. This interest is due to the nature of the courses as well as to other contributing factors such as mass media.
- Throughout the three years learners form positive attitudes towards the United States of America (history, religion, education, economy, media, way of life..etc). But almost of them have negative attitudes about the US wars and foreign policy in the world, especially fourth year learners.
- Depending on the teachers' questionnaire and on our interviews, we have found that mass media have a great effect on learners attitudes and interest in this module.
- The official curriculum of American civilization does not contain the main objectives of the courses of each year for helping teachers in their task.
- According to our teachers and learners in our Department lacks of documentations and pedagogical aids that can motivate our learners to study and succeed in American Civilization.

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